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P L A N N I N G F O R L I B R A R I E S

Number Six

COLLEGE AND UNIVERSITY
LIBRARIES AND LIBRARIANSHIP

PLANNING FOR LIBRARIES

1. Post-War Standards for Public Libraries
- 4 Library Planning
- 5 School Libraries for Today and Tomorrow
- 6 College and University Libraries and Librarianship

(Others in Preparation)

College and University Libraries and Librarianship

AN EXAMINATION OF THEIR PRESENT
STATUS AND SOME PROPOSALS FOR
THEIR FUTURE DEVELOPMENT

Prepared by
THE COLLEGE AND UNIVERSITY POSTWAR PLANNING
COMMITTEE

of the
AMERICAN LIBRARY ASSOCIATION
and the
ASSOCIATION OF COLLEGE AND REFERENCE LIBRARIES

WILLIAM H. CARLSON, *Chairman*

CHICAGO 1947
AMERICAN LIBRARY ASSOCIATION

Publisher's Statement

This book was prepared, at the invitation of the American Library Association, by a committee representing one of its divisions, the Association of College and Reference Libraries. (Technically it was a joint subcommittee of the Postwar Planning Committee of the A.L.A. and of the Wartime Activities Committee of the A.C.R.L.) William H. Carlson, member of the Postwar Planning Committee, was chairman.

The A.L.A. is grateful to Mr. Carlson and to the members of his Committee for carrying the project through to completion under trying wartime conditions and with funds so limited as to provide for only one meeting.

While the opinions expressed are those of Mr. Carlson and his associates, and not necessarily those of the A.L.A. or the A.C.R.L., the A.L.A. welcomes the opportunity of making this document generally available.

CARL H. MILAM
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PREFACE

THIS STUDY is not a plan in the blueprint sense. For reasons stated in it we have made no attempt at a specific statement of standards. The practicing librarian will not be able to determine, from these pages, how much he should spend for books and how much for binding or what salary he should pay his youngest professional assistant. He will, we hope, find here set forth at least some of the more fundamental principles which have governed, or should govern, the sound administration of college and university libraries, and he will, we confidently believe, find a good deal of synthesis and analysis which will be useful in understanding present trends and determining future policies.

Whatever value the Study has will perhaps be most evident in the extensive attention and evaluation we have given to the past and present status of college libraries and librarianship. We have tried to do this in an informed and forward-looking way, and to foresee possible lines of development for our libraries and our profession. The recommendations which conclude each chapter are, we hope, pretty clearly based on the realities of the present situation. Certainly they make no attempt to set up a Utopian brave new world for college librarians.

In order to avoid repetitious distinction we have, throughout much of the Study, used the term "college library" in a generic sense, to include college and university libraries. In those passages where we refer specifically to the college library as such, or the university library as such, we have tried to make the distinction clear by the nature and context of our comments.

Our work would obviously have profited greatly by the free exchange of opinion and ideas over the council table. As it is, the mutual harmonizing of thoughts and ideas, to the extent that it has been achieved, has been almost entirely dependent on correspondence. One partial meeting of the Committee, and this only through a fortunate combination of circumstances, was briefly held at the LaSalle Hotel in Chicago in March of 1944. At this meeting the plan of the Study was discussed, and, with the valuable advice

PREFACE

and assistance of Dean Carleton B. Joeckel, Mr. Ralph Dunbar and Miss Julia Wright Merrill, its scope to some extent defined.

A considerable handicap to our work has been the fact that all members of the Committee have, because of the war, with its strained, difficult, and constantly changing personnel situation, been beset by difficulties making heavy and unusual demands on time and energy. Even so, each member of the Committee has given serious and prolonged thought and study to some one or more phases of the statement and recorded ideas, facts and recommendations which appear in the following chapters. What we have done and here present has been achieved only by serious infringement of scant marginal leisure time of various Committee members and by the burning of more than a little midnight oil.

During all the basic preparation of the Study the Chairman served as Associate Librarian of the University of Washington in Seattle. To Mr. C. W. Smith, Librarian of that University, he owes a special debt of gratitude for his kindly understanding of the considerable intrusions which the Study unavoidably made on routine duties. To Mrs. Marguerite Wirt, Library Secretary at the University of Washington, too, the Chairman is deeply indebted for gracious and cheerful acceptance of the considerable "extracurricular" correspondence occasioned by the Study. Thanks are also due to Mrs. W. H. Paul of Corvallis for competently preparing the final typescript.

The Chairman, speaking for himself only, found his reaction, as the work slowly and painfully progressed, after a blithe and rather easy beginning, aptly described by the following statement, made in 1642 by Thomas Fuller:

But be pleased to know that when I left my home, it was fair weather, and my journey was half past, before I discovered the tempest, and had gone so farre in this Work, that I could neither go backward with credit, nor forward with comfort


-Corvallis, March 29, 1945

WILLIAM H. CARLSON, *Chairman*



CONTENTS

LIST OF TABLES	viii
✓ COLLEGE LIBRARY OBJECTIVES AND THEIR ATTAINMENT	ix
I INTRODUCTION	1
II LIBRARY EXPENDITURES AND STANDARDS OF SUPPORT	7
III THE BOOKS IN THE LIBRARIES	22
✓ IV ACQUISITION, ORGANIZATION AND USE OF LIBRARY MATERIALS	36
✓ V COOPERATION AND COORDINATION IN THE PROFESSION	50
VI PHILANTHROPY AND COLLEGE LIBRARIES	63
VII CHARACTERISTICS AND EDUCATION OF PERSONNEL	74
VIII PROFESSIONAL ORGANIZATIONS	89
IX PROFESSIONAL LITERATURE	113
X THE COLLEGE LIBRARY BUILDING	126
✓ XI GOVERNMENT OF COLLEGE LIBRARIES	138
XII CONCLUSION	141
BIBLIOGRAPHY	146



LIST OF TABLES

1	EXPENDITURES PER 1000 POPULATION FOR COLLEGE AND UNIVERSITY LIBRARIES 1939-40	8
2	COLLEGE AND UNIVERSITY LIBRARIES RANKED BY DECILES ON THREE FACTORS	13
3.	TEACHER COLLEGE LIBRARIES RANKED BY DECILES ON THREE FACTORS	13
4	PROFESSIONAL AND TECHNOLOGICAL LIBRARIES RANKED BY DECILES ON THREE FACTORS	14
5.	NORMAL SCHOOL LIBRARIES RANKED BY DECILES ON THREE FACTORS	15
6.	JUNIOR COLLEGE LIBRARIES RANKED BY DECILES ON THREE FACTORS	15
7.	VOLUMES IN COLLEGE AND UNIVERSITY LIBRARIES PER CAPITA POPULATION 20-24 YEARS OF AGE 1940	24
8	VOLUMES IN COLLEGE AND UNIVERSITY LIBRARIES, REGIONALLY, PER STUDENT ENROLLED 1940	26
9	CARNEGIE CORPORATION GRANTS TO COLLEGE LIBRARIES 1929-43	68
10	PROFESSIONAL LIBRARY EDUCATION OF THE PERSONNEL IN HIGHER EDUCATIONAL LIBRARIES	74



COLLEGE LIBRARY OBJECTIVES AND THEIR ATTAINMENT

ANY CONSIDERATION of "where we are and whither we are tending" might well include a statement of the extent to which college libraries satisfy the present needs of their clienteles, the changing needs, and the extent to which libraries can and should adapt their services so that the requirements of faculties and students will be understood and adequately handled. In other words, what are the present objectives of a college or university; how should we list the objectives of a library in order that it may assist the college in attaining its objectives, what changes in the objectives of the college can be expected in the postwar period, and, finally, what will be the types of services necessary if the library is to take the greatest advantage of its opportunities in enabling the college to achieve its objectives?

The statements given above require an approach to the problem from the standpoint of those who use the library facilities, or, preferably, those who should use them. It is possible that the present use would be greatly augmented if the library were prepared to satisfy all demands which might legitimately be made upon it, not simply the demands that are now being made. Many book needs of faculties and students may be unknown to a library staff primarily because the staff is not equipped to satisfy these demands.

This approach to the problems of the modern college library is quite different from the traditional treatment based on the earlier curricula of the library schools, quite desirable many years ago but now outmoded and, to a considerable extent, discarded. The conventional studies of college and university libraries give adequate consideration to cataloging, classification, acquisitions, routines and financial support without too much attention to the needs of both those who use the college library and those who should but do not. During the last few years, the attention has been shifting from studies of library organization and routine to the consideration of needs and definite methods of satisfying such needs.

The objectives of the college library depend upon the objectives of the

THE COLLEGE LIBRARY

college, but the librarian himself does not have a secondary role to play when college objectives are being studied. He is a member of the faculty and usually a member of an administrative board or committee. He is in a position to be of distinct assistance in formulating college objectives, since he is concerned with all disciplines and has a general view of the contributions the various departments of instruction can make in a well-rounded program. His vision is not limited to a segment.

Many colleges and departments have not stated their objectives in definite terms which can be readily understood. There seems to be almost a complete lack of any attempt to evaluate the objectives and to ascertain how far a department's offerings, or even a single course, contribute to the attainment of objectives. Only on rare occasions can be found any attempt to study the extent to which objectives are being attained.

Unfortunately, there seems to be no compilation of the proposed objectives of liberal arts, professional, or technical colleges which will enable the librarian to find a common denominator. It is presupposed that statements of certain colleges would be generally accepted. The following is a partial statement of the objectives of the Milwaukee-Downer College.¹

. . . In scholarship the College wishes to stimulate thought; to help students to obtain, recognize, and evaluate knowledge, to open channels for the enjoyment and appreciation of the heritage of the past, to aid in the adaptation of this knowledge of the trends of thought in the present, and to familiarize them with the possibilities for further education and scholarship after their college years are over.

The purpose of this liberal education is also to make students more valuable members of society, to encourage a broad outlook on life, to teach them to confront general problems, whether mental, aesthetic, or moral, to develop an intelligent interest in the conduct of their own lives and to provide some mental resources for the future . . .

In the attempt to realize these aims, it is the policy of the faculty and administration to keep abreast of the educational developments of the time . . .

These objectives compiled for an undergraduate college would probably be accepted as a partial statement of the objectives of any college. Since many colleges have stated their objectives in such general terms that application is almost impossible, and since for many other colleges no statement of objectives can be found, it is assumed for this paper that one basic objective will be accepted by all institutions. It should be noted that this basic

¹ *Milwaukee-Downer College Bulletin* Catalogue Number p 20-21 1944-45

THE COLLEGE LIBRARY

objective includes many other secondary objectives listed quite generally by colleges. This objective may be stated as follows:

It is the aim of the college to prepare its students for continuing postgraduate education which, in most cases, means self-education; to train the student to foster his own growth and direct his own educational efforts.

This study of the implication for the library of this one objective will illustrate the methods by which the librarian can analyze other objectives.

The librarian will want to focus his attention on various methods of attaining the objective stated above. First of all, faculty members themselves must grow intellectually. They must keep abreast of the times both in their subject fields and in their relation to the general educational movement. They must understand the place libraries and books play in contributing to a program of continuing education. There is some evidence that students generally do not know, insofar as books are concerned, the methods by which their education can be continued or the place libraries and reading can play in their postgraduate intellectual life. Various tests at the University of California and Iowa State College show that graduates of many colleges are not familiar with even the three or four most important bibliographical journals in their major fields. They are completely at a loss when asked to locate material on elementary subjects relating to their chief undergraduate areas of concentration. A host of specific examples could be cited if space permitted, and these cases would include graduates of all types of colleges—liberal arts, professional, and technical.

It is obvious that the attainment of the basic objective mentioned above will depend greatly upon the functioning of the library. It is, therefore, necessary that librarians and faculty members understand this objective and that they undertake an active rather than a passive policy in developing library functions.

The librarian, in consultation with faculty members, therefore, should prepare a description of (1) the specific knowledge, abilities and techniques which should be fostered among faculty and students and (2) the specific objectives of the library itself.

Such a description as the following may be helpful in enabling a librarian to prepare statements adapted to his own college. It is the aim of the college library:

1. To enable and encourage a student to form the habit of self-education during his college days, to enable him to familiarize himself with the various types of books which will contribute to his intellectual development in future years.

THE COLLEGE LIBRARY

2. To enable each faculty member and graduate student to familiarize himself with the various bibliographies and reference tools which will aid him in his research and instructional activities, to make it possible for him to keep abreast of the most recent developments in his major and minor fields, including instructional methods, to assist faculty members in their attempts to organize their courses and methodology so that they may render the greatest possible contribution to the attainment of college objectives

After these two statements are prepared, then the librarian and his staff, after studies of the use and book needs of the faculty and students, may well prepare a list of detailed and specific objectives which the library staff may hope to attain. The following statements may be suggested

- 1 To enable each student and faculty member through personal assistance to locate material which can be found through periodical indexes, bibliographies, reference books and card catalogs. The ultimate goal will be the development of the ability in each patron to locate the material for himself without personal assistance
- 2 To enable each patron to discuss book needs with experts in subject fields and to obtain adequate suggestions for reading and research
- 3 To bring about an understanding by each faculty member and student of the assistance a library can render in self-education, in instruction, and in research
- 4 To make it possible for each student and faculty member to examine easily all available publications in the various disciplines in which he may be interested
- 5 To deliver promptly every book needed and requested by a patron. (A time allowance of three or four minutes might well be the goal)
- 6 To make available to each research worker any books he may need whether such books are in the library or not, to supply information to faculty members and research workers on the location of exhaustive collections in other libraries which they may desire to examine²

SERVICE NECESSARY FOR THE ATTAINMENT OF LIBRARY OBJECTIVES

An analysis of the application of these objectives will reveal that a very different library service will be required than at present exists. It is also apparent that new needs of faculties and students will require a wider application of objectives. Addition of new services as well as the expansion of old will be emphasized by new needs of a library's clientele in the

²Rearranged and adapted from Brown, C. H., and Bousfield, H. G. *Circulation Work in College and University Libraries* p 34 1933

THE COLLEGE LIBRARY

postwar future. Literature in foreign languages, especially Russian, will be much more frequently used; probably for some years, at least, students from many different countries will be attending our colleges. Present library services, too often inadequate in prewar years, must be greatly extended to new and different fields if the objectives are to be attained.

Only one or two examples of prospective expansion of services can be listed here. A complete exposition would require a large volume. Each librarian will want to prepare reports listing various types of new library services which the college may well authorize if its objectives are to be attained.

The attainment of the first general objective will require much more frequent contacts between the students and books. The assistance of experts in the various fields of knowledge will be necessary. Many more connecting links between the student and books needed by him will be required. These connecting links may be formed by faculty members or by library specialists or, more probably, by both. The obligation rests mutually on the instructing and library staffs. If such contact persons are instructors, they must acquire a greater knowledge of books and bibliographies in their subject and allied fields than most of them possess. If, on the other hand, these individuals are on the library staff, they will require a much greater knowledge of subject matter than almost all librarians can claim at present. It is clear that during the next few years various experiments will be tried.

Changes in the location and arrangement of books will be necessary. Classroom and laboratory libraries may be much more in evidence. Considerable collections of books will be lent for office, classroom and laboratory use by instructors and students. Another solution will be to organize classroom collections in the library with subject matter specialists available to assist students in learning through reading.³ In either case, these collections, whether they are called seminar, classroom, or course libraries, will cut across present library classification. For a given course in food technology, books in bacteriology, chemistry, nutrition and agriculture will be required. These classroom libraries will not be fixed permanent collections but will be changed from time to time to correspond with changes in methods of instruction and in content. The collections should be fluid.

We may return to phases of the Oxford tutorial system, the seminar libraries in continental Europe, and even to methods used centuries ago through which the contacts of students with manuscripts were fostered directly by monks, the professors and subject specialists of their day. The need for such a method of teaching was expressed in this country years ago

³Iowa State University *The library as a teaching instrument*. 1945

THE COLLEGE LIBRARY

by such men as President Harper of Chicago in 1905 and President Wilkins of Oberlin in 1927, and by a host of others, but not many serious attempts have been made to organize library activities in accordance with these statements.

At the present time, the need of subject specialists who also are familiar with bibliographical techniques and sources is most apparent in our graduate colleges in which graduate students must familiarize themselves with a very considerable body of publications on various research subjects. This bibliographical knowledge will in the future also be placed at the service of the undergraduate student.

Another example of new services which will be required of the library is assistance in the use of books and periodicals written in the less-known languages. The use of print, even by undergraduates, must not be limited to books published in the English language. The library must be able to supply summaries and even translations from the not too well-known languages, especially from the Russian. Whether these translators are on the library staff or on the teaching staff is not material. It is important that the library can, in one way or another, make available to students significant publications in any language. The translators must be somewhat familiar with subject matter and bibliographical techniques.

It should be pointed out that the methods of attaining the objectives will vary considerably in various institutions and that there should be a great distinction not so much in objectives as in methodology between the small liberal arts colleges on the one hand and, on the other, the large universities with a considerable body of graduate students. The small college library, fortunately, can concentrate on the formation of connecting links between the students and the library, which may be an example to the larger universities concentrating, to a greater extent, on research. It is less expensive for a small college to send a faculty member occasionally to a large research collection than it is to duplicate such a collection. Interlibrary loans themselves will have a part to play. The small college is in an unusually advantageous position in being able to emphasize primarily the attainment of reasonable aims for an undergraduate body of students.

In our postwar colleges, the library will play, for many years, an ever increasing part in enabling the college to attain its objectives. Less attention, proportionately, will be paid to routines. More emphasis will be given to studies of the needs of faculty and students, and the methods by which students can form habits of independent study with a knowledge of the bibliographical tools necessary for such study. The librarian and many members of the library staff will be in far closer contact with faculty mem-

THE COLLEGE LIBRARY

bers and students. The part libraries can play in the intellectual growth of faculty and students will be more clearly understood. Librarians will have an important part to play as a result of the steadily increasing emphasis upon the place of the library as an instrument in both instruction and research. We librarians need vision and imagination for the increasing duties which are awaiting us if our libraries are to function as they should in the attainment of objectives of the college.

CHARLES H. BROWN, *Chairman*
Committee on Wartime Activities

ASSOCIATION OF COLLEGE AND REFERENCE LIBRARIES

INTRODUCTION

PLANNING IS no new thing in the world. From the beginning of recorded history and beyond, men have been planning, with varying degrees of effectiveness. In the library field we have been having successful group planning for almost three quarters of a century. The men who met in Philadelphia in 1876 to consider library problems were planners of intelligence and vision and we have benefited and benefit today from the concerted thought which they brought to bear on how libraries might best develop and function.

The work that these men and their contemporaries in other fields did differed from the planning we do today only in that they did not call themselves planners, did not, perhaps, consciously think of themselves as planners and did not develop special planning techniques. They were concerned primarily with how best to get their work done, which is the fundamental purpose of all planning. That they were keenly aware of the implications for the future of the things they were doing is abundantly evident in the written records they have left us.

The emphasis which has been placed on planning *as planning* in the past decade is perhaps a natural result of the increasingly intricate, mechanized, interrelated nature of our rapidly shrinking world. The complexity of modern civilization is such that its various components must be carefully integrated if they are to survive and if the whole is to function smoothly. This can only come about if men think carefully not only about what they need to do at the moment but how the work they do can best fit into and be a creditable part of present and future society.

Although the term "planning" is being badly overworked and much of our present planning, as such, has many of the elements of a fad, college and university librarians, too, need to think carefully and concertedly about their present duties and future usefulness. This is no mere need of the moment but must be a continuous process, employing periodically the keenest intelligence of the profession. Only in this way can the libraries for

COLLEGE AND UNIVERSITY LIBRARIES

which we have responsibility be most effectively developed and make their greatest possible contribution to national strength and international amity

It has been said that "to plan is to endeavor, within whatever range of choice is open to 'walk out to meet the future' and mold it to the pattern of our dreams"¹ In our attempts to build a better future we must not ask too many sacrifices from the present or too much repudiation of the past. Planning must embrace the continuum, which includes the recent past, the immediate present, the near future and the far future Before formulating proposals on any problem, planners must obtain and weigh all relevant facts and within limits imposed by them use disciplined imagination The results of such study will be more of a synthesis than an analysis. To be successful it must be pointed definitely toward action.

Abraham Lincoln, putting into a nutshell the fundamental principles much more elaborately stated by our modern planners, once said, "If we could first know where we are and whither we are tending, we could better judge what to do and how to do it" It is in this sense that the present Committee has approached its assigned task Considerable attention has been given to our recent history and to our present status In the light of this information we have tried, as best we could, to formulate principles and recommendations for future development We have been especially concerned with the integration and coordination of library service with higher education in particular and with the social, economic and political life of the world in general

It should be emphasized that a statement of standards in the sense of the already published standards for public libraries has not been attempted. Our Committee has taken the position that for college libraries specific up-to-date standards, which will be as valid in the postwar period as they are now, exist through the work of the Board on Salaries, Staff and Tenure * The section of the report of this Board dealing with salaries and qualifications of library personnel was published by the A L A late in 1943 Additional sections dealing with book stock, total budget and buildings exist in tentative mimeographed form These carefully prepared standards, a long time in preparation, have had the detailed attention and thought of many librarians, in addition to the members of the Board on Salaries, Staff and Tenure, as well as the benefit of discussion at several A L A conferences It did not seem wise, therefore, for the present Planning Committee to undertake additional work of this kind

In the nature of things, and perhaps fortunately so, planning for libraries

¹ Superior figures throughout the text refer to numbered entries in the Bibliography, p 146

* Publisher's note Name has been changed to the Board on Personnel Administration

INTRODUCTION

cannot be fluid. More than in many human activities, librarians are bound, sometimes uncomfortably so, by decisions made many years ago, particularly in the 1875-1900 period. The fact that it was cooperatively decided, in this period, that the holdings of libraries could most conveniently be recorded on cards, that 3 x 5 inches was the best size for this card, and that important rules and decisions were made as to what should be said about the book, and how, on the card, binds us and very definitely influences our problems and decisions today. All this could be changed, of course, just as railroad underpasses could all be made two feet higher or railway tracks six inches wider or narrower, but only at tremendous expense. In planning, then, we must begin with what we have, retain the best of it, and necessarily some parts not too desirable. We must be careful too that the decisions we make now will not unduly bind and hamper those persons succeeding to the job of unlocking the content of books for future generations.

College and university libraries, as we have them in America today, are largely a product of the twentieth century. One of the outstanding developments of our times has been the great increase in the writing and publishing of books and their increasing use in the educational process. The educator of a hundred, or even fifty, years ago would stand appalled before the miles of books that flank the corridors of the modern university library and would probably wonder why such a mass of print should be considered essential for teaching. He would be more likely to understand its importance to research, but he certainly would shake his head over the formidable batteries of catalogs, indexes, bibliographies and abstracts that constitute the working machinery of the modern learned world.

College libraries have been charged with being too closely tied to the apron strings of the public library. Certainly they have been greatly influenced by the tremendous public library development of the past fifty years. They have, on the whole, undoubtedly profited greatly by this development. In fact, the problems of the great public libraries and the great university libraries are very closely related. The New York Public Library and the Library of Harvard University, as an example, have more problems in common than do the libraries of the great universities and the small colleges. Even so, all can profit from each other, the special library from the research library, the greatest from the smallest and, more obviously, the smallest from the greatest. Actually all libraries, for whatever purpose founded, are much akin. For the various classes and types of libraries, ever growing more differentiated, to secure and retain the benefits of this kinship while still developing healthily along their own functionally organic lines will be one of the difficult library problems of future years.

COLLEGE AND UNIVERSITY LIBRARIES

The changing nature of the modern library reflects the dependence of modern society on the book, recently attested by Winston Churchill when he said, "Books in all their variety are the means whereby civilization may be carried triumphantly forward."² The present cataclysmic world struggle vividly illustrates the beneficial values of books as well as the dangers inherent in their unscrupulous misuse. That we do indeed live in a bookish world is clear from our large book accumulations for other than formal educational purposes.

Significant in the many changes in our libraries in the past fifty years has been the emergence of the library school to prepare persons competent to organize and care for the book output of society. Important too has been the change in organized philanthropy, away from giving individual libraries to communities and toward the stimulation of schools and agencies concerned with the problems of librarianship at large. Cooperative endeavor, resulting in improved and more economical cataloging, union lists, union catalogs, systematic indexing and classifying, cooperative buying and bibliographic centers, also has been a prime essential in the development of the modern library. The buildings to house libraries also have at long last begun to lose their emphasis on architectural detail, often impractical, and are becoming, in their best modern expression, more utilitarian and functional and thereby also more beautiful. Not least important has been the banding together of librarians into professional organizations which have made great contributions to the solution of library problems. Accompanying these changes and trends and promoting them has been a professional literature of increasing worth and stature. Our Committee has tried to understand all of these important trends. They will be emphasized and pointed up, along with many other factors, throughout the entire study.

The future development of college and university libraries will obviously be dependent upon the future of higher education. Intelligent planning requires that we foresee, as nearly as possible, what that future will be. Its outlines are perhaps vaguely discernible through the multitudinous writings of educators and others. One of the phenomena of our times is the concern of educators, among them librarians, for the future. This concern has manifested itself in a host of recent articles, pamphlets and books relating to planning, in the aggregate amounting to a small library. Our Committee makes no pretense of having read all these writings. It has read rather widely and has found many articles threshing over the same straw, to the point of weariness. It has found in most of them dissatisfaction with the immediate past and the present and in some of them a good bit of wishful thinking, in others some vision, and in practically all an honest, sincere de-

INTRODUCTION

sire to make higher education more virile, effective and more closely related to the life of the nation as a whole.

Even if it were within our capacity, it would perhaps defeat, or at least obscure, the purposes of the Committee to present a detailed analysis of the voluminous educational writings devoted to the postwar world. The outstanding characteristics of higher education which we may, from varied expressions, expect to develop after the war, can be summarized as follows.

1. The four to six years after the war will be a period of abnormal adjustment, with college and university enrollments far higher than at any previous time. Many of the enrollees of this period will require special attention and help. There will be a marked shortage of instructors and librarians to handle increased numbers and specialized problems.
2. There will be a conscious effort on the part of educators to make education more virile and significant, to bring it out of its supposedly comfortable ivory towers and out from under the elms to rub shirt sleeves with the everyday world. Efforts will be made to make instruction increasingly vital and clearly related to community, state, national and international problems.
3. There will be increasing concern over the disparity, in various parts of the country, of higher educational opportunity. Duplication, overlapping and clustering of colleges will receive attention by state legislatures, educational organizations, and possibly by foundations and private benefactors. The solution of some of these problems will undoubtedly be sought through Federal aid or some other form of assistance by the United States Government.
4. There will be an effort, particularly in the immediate postwar years, to liberalize educational procedures. Admission routines will probably be changed drastically, aptitude tests will be perfected and used more extensively, individualized instruction, achievement tests and comprehensive examinations will be used more, and counseling of the individual student, particularly the ex-service enrollee, will be carried on on a scale never before approached. Reforms reducing rigidity in teaching, graduation procedures and degrees granted will also probably be introduced rather widely.
5. There may, although this is doubtful in view of the entrenched position of research particularly in the universities, be more emphasis on teaching and less on research. There will certainly be increased emphasis on understanding the world we live in.
6. There will be many more junior colleges, more terminal vocational education than we now have and, possibly as a long-term development, a trend away from universities of enormous enrollments.

COLLEGE AND UNIVERSITY LIBRARIES

It will be a higher education developing along the above or similar lines which our college and university libraries will be called upon, in the next few years, to service with the necessary books, periodicals and other graphic and auditory resources. The library responsibilities of this period and the opportunities for useful and satisfying service will undoubtedly be greater than any which college and university libraries have yet faced. It is hoped that the present study, through indicating some backgrounds, portraying the situation as it now is, and setting forth some principles and possible lines of development, will be useful in meeting the challenge of the critical postwar years.

LIBRARY EXPENDITURES AND STANDARDS OF SUPPORT

THE PUBLICATION of *College and University Library Statistics, 1939-40* by the Library Service Division of the U S Office of Education, early in 1944, was an event of real importance in the college library field. Here we have data on our libraries to an extent and in detail never before approached. It is particularly fortunate that the figures cover the last normal prewar year. It has been the good fortune of our Committee not only to have available this important newly published data but also to have access to a number of additional analyses of the data, made especially for the Committee through the friendly cooperation of Mr. Ralph Dunbar, Chief of the Library Service Division.

The statistics include 1321 higher educational institutions out of a total of 1699, or 77.75 per cent of all institutions listed in the *Educational Directory*. With only a few important omissions they cover all major institutions and for the nation at large they are undoubtedly accurately representative. The Committee uses them with complete confidence.

The figures are broken down by the compilers into the five categories of Colleges and Universities, Professional and Technological Schools, Teachers' Colleges, Normal Schools, and Junior Colleges. The general findings are succinctly stated in the survey as follows:

As of June 30, 1940 the reporting libraries contained 71,666,801 volumes, they have added 3,194,578 during the year, they had a home circulation of 26,441,007 volumes and reserved book use of 36,591,088 volumes, they employed 6,760 full-time workers, including 4,716 professional librarians, but excluding student assistants paid on an hourly basis, their operating expenses amounted to \$17,976,231 and their capital outlays to \$4,270,470 which included sites and new buildings, additions to new buildings and new equipment. Of the total number of volumes in the institutions of higher education the college and university group contains 82.9 per cent, the professional and technological schools, 6.4 per cent, teachers colleges, 6.2 per cent, the normal schools, .6 per cent, and the junior colleges 3.9 per cent.³

COLLEGE AND UNIVERSITY LIBRARIES

FINANCIAL EXPENDITURES

In adding to the excellent interpretation and analysis of these figures as published, the committee has chosen to give special attention to the financial support of the libraries, the people who work in them, and the number of books they contain.

For the purpose of analyzing financial support, a table has been prepared breaking down the expenditures of the reporting libraries, in all categories, into those privately controlled and those publicly controlled. The results are presented as Table 1 and are also graphically portrayed, by major regions, in Figure 1. The six major regions used are those set up by Odum in his *Southern Regions of the United States*. These carefully worked out regions are based on a large number of earlier social, economic, and administrative regions used by the Federal Government, business firms and private investigators. While no such regional groupings can be completely

TABLE 1

EXPENDITURES PER 1,000 POPULATION FOR COLLEGE AND UNIVERSITY LIBRARIES 1939-40

<i>States and Regions</i>	<i>Public Expenditures</i>	<i>Per 1,000</i>	<i>Private Expenditures</i>	<i>Per 1,000</i>	<i>Total Expenditures</i>	<i>Per 1,000</i>
CONTINENTAL						
UNITED STATES	\$8,737,711	\$ 66.36	\$9,314,627	\$70.07	\$18,052,338	\$136.43
NORTHEAST						
STATES	\$1,220,362	\$ 30.03	\$4,968,094	\$122.27	\$6,188,456	\$152.30
New Hampshire	37,230	75.82	145,886	297.12	183,116	372.94
Connecticut	65,858	38.53	530,894	310.60	596,752	349.13
Dist. of Columbia	52,424	78.96	105,214	158.67	157,638	237.63
Massachusetts	58,256	13.49	942,862	218.45	1,001,118	231.95
Rhode Island	15,240	21.36	130,438	182.85	145,678	204.21
New York	465,389	34.52	1,715,386	127.86	2,180,775	161.38
Maryland	83,702	45.96	184,682	101.41	268,384	147.38
Vermont	6,423	17.17	43,005	119.71	49,428	137.59
Pennsylvania	214,812	21.69	804,977	81.30	1,019,789	103.00
Maine	26,755	31.57	59,810	70.59	86,565	102.17
Delaware	23,713	89.14	. .		23,713	89.14
New Jersey	75,963	18.25	286,332	68.82	362,295	87.09
West Virginia	94,597	49.93	18,608	9.78	113,205	59.51

EXPENDITURES AND STANDARDS OF SUPPORT

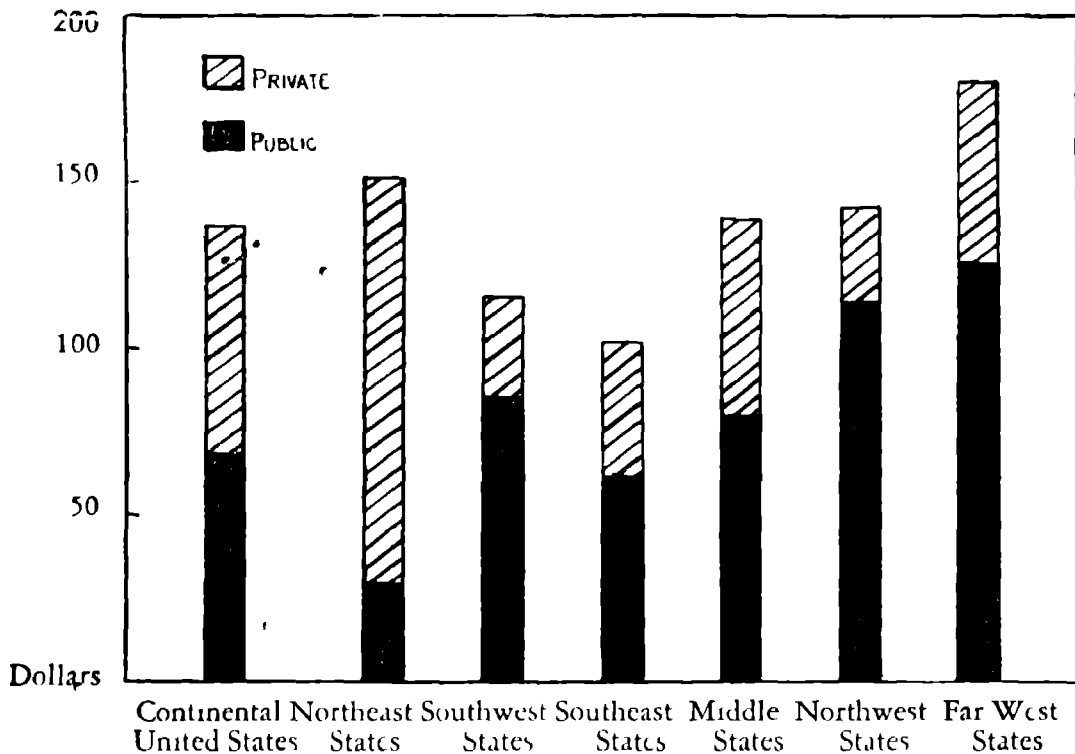
<i>States and Regions</i>	<i>Public Expenditures</i>	<i>Per 1,000</i>	<i>Private Expenditures</i>	<i>Per 1,000</i>	<i>Total Expenditures</i>	<i>Per 1,000</i>
SOUTHWEST STATES	\$ 849,134	\$ 86.81	\$ 289,960	\$ 29 37	\$1,139,094	\$116 18
Arizona	68,253	136.70	.. . . .	...	68,253	136 70
Texas	536,445	83 63	246,876	38 49	738,321	115 11
New Mexico	49,082	92 29	7,988	14 84	57,070	106 24
Oklahoma	195,354	83 61	35,096	15 02	230,450	98 63
SOUTHEAST STATES	\$1,696,928	\$ 60 04	\$1,200,710	\$ 42 48	\$2,897,638	\$102.52
North Carolina	230,841	64 62	360,750	100.93	591,591	165 55
Louisiana	249,032	105 34	108,134	45 74	357,166	151 08
Virginia	188,509	70 39	148,373	55 40	336,882	125.79
Tennessee	106,196	36 41	231,914	79 28	338,110	115.69
Kentucky	197,349	69 36	77,112	27 10	274,461	96 47
Georgia	172,073	55 09	103,073	33 00	275,146	88 09
Florida	113,335	59 74	44,943	23 69	158,278	83.43
Alabama	177,156	62.55	47,659	16 82	224,815	79 37
South Carolina	91,162	47.98	30,680	16.14	121,842	64 12
Arkansas	92,394	47.40	21,743	11 15	114,137	58 55
Mississippi	78,881	36 11	26,329	12.05	105,210	48 16
MIDDLE STATES	\$2,865,047	\$ 80 16	\$2,127,013	\$ 59 51	\$4,992,060	\$139 67
Iowa	340,646	134 20	114,801	45 22	455,447	179 43
Illinois	454,705	57 57	873,198	110 57	1,327,903	168 14
Michigan	683,294	130 00	89,453	17 01	772,747	147 01
Ohio	462,240	66 91	475,396	68 82	937,636	135 73
Missouri	257,015	67 90	229,809	60 72	486,824	128 63
Minnesota	220,339	78 90	119,364	42 74	339,703	121 65
Indiana	238,061	69 45	158,887	46.75	396,948	116 20
Wisconsin	208,747	66 53	66,105	21 06	274,852	87.59
NORTHWEST STATES	\$ 855,808	\$115 48	\$ 195,250	\$ 26 34	\$1,051,058	\$141 83
Colorado	159,066	141 60	59,723	53 16	218,789	194 77
Utah	96,208	174 82	9,897	17 98	106,105	192 80
Kansas	237,630	131 94	64,482	35 80	302,112	167.74
Nebraska	135,917	103 29	41,571	31.59	177,488	134 88
Wyoming	28,564	113.91	.	.. .	28,564	113 91
Montana	58,183	103.99	. .	.. .	58,183	103 99
South Dakota	56,566	87.97	9,811	15 25	66,377	103 23
Idaho	38,153	72.68	7,963	14.65	45,846	87 34
North Dakota	45,521	70 91	2,073	3 22	47,594	74 18

COLLEGE AND UNIVERSITY LIBRARIES

States and Regions	Public Expenditures	Per 1,000	Private Expenditures	Per 1,000	Total Expenditures	Per 1,000
FAR WEST STATES	\$1,250,432	\$127 03	\$ 533,600	\$ 54 20	\$1,784,032	\$181 23
Oregon	185,263	170 01	34,169	31 35	219,432	201 37
California	807,910	116 96	464,738	67 28	1,272,643	184 24
Washington	244,758	140 97	34,693	19 98	279,451	160 95
Nevada	12,501	113 39			12,501	113 39

satisfactory, it is believed that Odum's divisions do group like states together as accurately as can be done and still adhere to arbitrary state boundaries. The analysis of the library data for the regions follows somewhat Wilson's *Geography of Reading*, which also used the Odum regional classifications.

FIGURE 1



EXPENDITURES FOR COLLEGE AND UNIVERSITY LIBRARIES BY
REGION, PER 1,000 PERSONS, 1939-40

In all our library statistics, those of 1939-40 as well as earlier compilations, one of the outstanding characteristics is the wide range of the data and the great state and regional disparities. Table 1 and Figure 1 clearly reveal these disparities as to financial support, both regionally and within regions.

The total national expenditure per 1000 population is \$136 43. Com-

EXPENDITURES AND STANDARDS OF SUPPORT

pared with this, expenditures in the highest state, on the same basis, reach \$372.94 and in the lowest state only \$48.16. Within regions, too, the range is great, varying in the Northeast from \$372.94 to \$59.51, in the Far West from \$201.37 to \$113.39, in the Southeast from \$165.55 to \$48.16, in the Middle States from \$179.43 to \$87.59, in the Northwest from \$194.77 to \$74.18. The Southwest has the least spread in range, from \$136.70 to \$98.63.

On a regional basis the Far West has the greatest expenditures, \$181.23, followed in order by the Northeast with \$152.30, the Northwest with \$141.83, the Middle States with \$139.67, the Southwest with \$116.18 and the Southeast with \$102.52. Only the latter two regions fall below the national average of \$137.

A comparison of these figures with a similar analysis made by Louis R. Wilson, based on the 1931-32 figures of the U. S. Office of Education, indicates important trends. The order of rank of the regions remains the same, but total expenditures, in proportion to population, have increased markedly in all regions. In 1932 the order of rank, with expenditures, was Far West, \$125.30 per 1000 persons, Northeast, \$114.20, Northwest, \$100, Middle States, \$97.40, Southwest, \$60.40, and Southeast, \$52.50. The large increase in expenditures, over these figures, in the space of eight years, indicates that college and university libraries are steadily commanding a greater portion of the national income for their support.

A particularly favorable development, from the regional and national viewpoint, is the fact that the two areas of least financial support show the most rapid rate of increase. In the Southeast expenditures, in proportion to population, have doubled in the eight-year period and in the Southwest they have very nearly doubled. Both of these regions now spend only a little less than did the leading regions in 1932. Increases in other regions, while marked, have not been nearly so rapid. These figures seem to show clearly that while we still have a long way to go, we are, in the matter of financial support of our libraries, rather rapidly overcoming the most glaring national disparities.

SOURCES OF INCOME

Equally important to total financial support of the libraries is the source of their income. Table 1 presents expenditures by privately controlled and publicly controlled libraries, and Figure 1 shows graphically the relationship of these two sources of expenditures nationally and in the six regions. For the country as a whole, expenditures by publicly controlled and pri-

COLLEGE AND UNIVERSITY LIBRARIES

vately controlled libraries are almost equal. That the bulk of the privately supported libraries are located in the Northeast and Middle West has, of course, always been known. The great disparity among the states and regions, in tax support of our libraries as well as in private support, as shown by Table 1 and Figure 1, has perhaps not been so clearly recognized.

It is interesting to note that while the Northeast ranks second among the regions in total expenditures, of these expenditures only \$30.03 is derived chiefly from taxpayers, while \$122.07 per 1000 population is from private sources. This almost reverses the situation in the Far West, the area of greatest financial support in proportion to population. In the Far Western States, \$127.30 per 1000 persons comes in the main from tax funds and only \$54.20 from private sources. Of special interest is the fact that taxpayers in the wealthy Northeastern States proportionately pay only one half as much for the support of higher educational libraries as do taxpayers of the much poorer Southeastern States. In public support of our libraries, only the Northeast and the Southeast rank below the national average of \$66.36 per 1000 population. On the other hand, in private support all regions except the Northeast rank below the national average of \$70.07 per 1000 persons.

Since attendance at private institutions is ordinarily more expensive than at publicly supported institutions, and if we can assume that other higher education expenditures in the various regions will be roughly proportionate to the library expenditures, then it seems that the young people growing up in the Northeast are in the least favored position economically as to higher educational opportunity and the young people of the Far West in the most favored position.

RANGE OF EXPENDITURES

Additional significant data in regard to the financial support of the libraries in the five categories adopted by the Library Service Division are set forth in Tables 2 to 6. These tables rank the institutions by deciles, according to total expenditures and expenditures per student enrolled. It will therefore be a simple matter for any library, by reference to these decile ranks, to determine its approximate rank, nationally, in any of the classifications shown.

In the college and university libraries, as shown in Table 2, these decile rankings emphasize the great range in the data and the clustering of all the larger libraries in the upper two deciles, in fact, almost in the upper decile. In total expenditures the range in the first decile, including only fifty-nine libraries, is from over one-half million dollars down to \$52,980. The com-

EXPENDITURES AND STANDARDS OF SUPPORT

bined expenditures of these 59 libraries total \$8,875,915 or 57 per cent of the total of \$15,402,776 for the entire college and university group. The first twenty libraries in the decile spend \$5,268,880 or 34 per cent of the

TABLE 2
COLLEGE AND UNIVERSITY LIBRARIES RANKED BY DECILES
ON THREE FACTORS

<i>Decile</i>	<i>Number of Volumes</i> <i>627 Libraries</i>	<i>Total Expenditures</i> <i>594 Libraries</i>	<i>Expenditure per</i> <i>Student Enrolled</i> <i>599 Libraries</i>
10	4,159,606	\$542,542	\$81 81
	195,832	52,980 •	28 41
9	191,048	52,032	28 35
	95,554	22,697	21 76
8	94,892	22,697	21 73
	60,550	14,573	17 70
7	59,805	14,336	17 57
	40,598	9,846	14 68
6	40,580	9,832	14 61
	29,600	7,139	12.76
5	29,516	7,081	12 70
	22,700	5,367	10 78
4	22,578	5,324	10 78
	18,542	4,120	9 22
3	18,510	4,106	9 22
	14,766	2,800	7 38
2	14,743	2,790	7 37
	11,400	1,561	4 97
1	11,291	1,530	4 94
	274	105	.48

TABLE 3
TEACHER COLLEGE LIBRARIES RANKED BY DECILES
ON THREE FACTORS

<i>Decile</i>	<i>Number of Volumes</i> <i>149 Libraries</i>	<i>Annual Expenditures</i> <i>145 Libraries</i>	<i>Annual Expenditures</i> <i>per Student</i> <i>145 Libraries</i>
10	139,732	\$56,010	\$41 09
	59,371	23,262	21 63
9	56,154	22,843	21 59
	36,802	15,338	18 81

COLLEGE AND UNIVERSITY LIBRARIES

<i>Decile</i>	<i>Number of Volumes 149 Libraries</i>	<i>Annual Expenditures 145 Libraries</i>	<i>Annual Expenditures per Student 145 Libraries</i>
8	36,271	15,073	18 81
	32,759	11,679	17 69
7	31,801	11,276	16 95
	27,801	9,159	14 10
6	27,605	9,041	14 08
	24,531	7,741	12 52
5	21,483	7,571	12 50
	22,900	6,731	11 46
4	22,759	6,699	11 42
	19,902	6,128	10 12
3	19,700	6,108	9 98
	16,140	5,216	8 44
2	15,974	5,044	8 23
	13,096	3,398	7 19
1	12,804	3,297	7 02
	1,980	120	33

TABLE 4

PROFESSIONAL AND TECHNOLOGICAL LIBRARIES RANKED BY DECILES ON THREE FACTORS

<i>Decile</i>	<i>Number of Volumes 152 Libraries</i>	<i>Total Expenditures 128 Libraries</i>	<i>Expenditures per Student 128 Libraries</i>
10	356,077	\$75,800	\$375 00
	68,519	17,125	50 00
9	59,763	16,007	49 61
	42,018	8,623	27 09
8	41,416	8,029	25 51
	31,379	4,851	18 51
7	30,251	4,489	17 82
	22,835	3,653	13 51
6	22,112	3,551	13 71
	14,174	2,417	11 02
5	14,042	2,300	10 98
	10,064	1,762	8 81
4	9,894	1,714	8 80
	7,025	1,140	7 25
3	7,000	1,113	7 22
	4,400	653	5 15

EXPENDITURES AND STANDARDS OF SUPPORT

<i>Decile</i>	<i>Number of Volumes</i> <i>152 Libraries</i>	<i>Total Expenditures</i> <i>128 Libraries</i>	<i>Expenditures</i> <i>per Student</i> <i>128 Libraries</i>
2	4,224	639	4 77
	1,500	410	3 09
1	1,500	400	2 34
	264	98	28

TABLE 5
NORMAL SCHOOL LIBRARIES RANKED BY DECILES
ON THREE FACTORS

<i>Decile</i>	<i>Number of Volumes</i> <i>40 Libraries</i>	<i>Total Expenditures</i> <i>34 Libraries</i>	<i>Expenditures</i> <i>per Student</i> <i>34 Libraries</i>
10	30,436	\$11,510	\$31 40
	22,175	8,102	22 66
9	22,028	7,986	17 95
	16,377	5,791	17 39
8	16,054	5,455	16 75
	14,554	4,608	15 62
7	12,672	4,378	15 26
	9,697	3,662	12 10
6	9,030	3,651	11 70
	7,603	2,075	10 93
5	7,500	1,740	10 67
	6,500	1,290	10 39
4	6,421	1,236	9 66
	4,644	935	9 25
3	4,066	870	9 24
	2,804	425	6 61
2	2,170	366	5 90
	1,875	250	4 66
1	1,568	185	4 54
	400	96	2 74

TABLE 6
JUNIOR COLLEGE LIBRARIES RANKED BY DECILES
ON THREE FACTORS

<i>Decile</i>	<i>Number of Volumes</i> <i>344 Libraries</i>	<i>Total Expenditures</i> <i>323 Libraries</i>	<i>Expenditures</i> <i>per Student</i> <i>322 Libraries</i>
10	103,703	\$46,190	\$153 45
	13,940	5,657	22 34

COLLEGE AND UNIVERSITY LIBRARIES

<i>Decile</i>	<i>Number of Volumes</i> <i>344 Libraries</i>	<i>Total Expenditures</i> <i>323 Libraries</i>	<i>Expenditures</i> <i>per Student</i> <i>322 Libraries</i>
9	13,793	5,620	22.17
	10,101	3,710	15.92
8	10,095	3,662	15.74
	8,337	2,876	12.58
7	8,302	2,828	12.57
	7,348	2,407	10.16
6	7,324	2,406	10.12
	6,361	1,962	8.35
5	6,221	1,955	8.33
	5,658	1,619	7.21
4	5,643	1,609	7.20
	4,806	1,175	6.20
3	4,719	1,147	6.14
	3,985	834	5.01
2	3,937	830	4.98
	2,700	500	3.75
1	2,646	500	3.69
	474	79	1.13

total expenditures of the group of 594. Conversely, the median library spends only \$7139 for all purposes, while the 59 libraries in the lowest decile spend only a total of \$62,293. It seems clear that the meager support of the libraries in the lower deciles, and particularly the 59 libraries in the lowest decile, must make a library program of any significance impossible. The above figures point up the fact that our higher educational libraries consist of a relatively few giants and a host of smaller collections. The desirability of so much concentration in so few libraries may, from the national standpoint, be questionable.

The range of expenditures among the 145 teachers' colleges, as shown in Table 3, is not nearly as wide, with the first 14 libraries ranging from \$56,010 to \$23,262 and the median library spending \$7741, approximately the same as the median library in the college and university group. It must be pointed out, however, that two important teachers' colleges are not included in the data for teachers' colleges because they are parts of larger university library systems.

The data for the separate professional and technological libraries set forth in Table 4, show an abnormal range in the tenth decile, with several libraries recording extremely high expenditures per student. Most of these

large expenditures are in institutions of small enrollment. In all probability they made some exceptional purchases or other expenditures during the year. Nevertheless, the median expenditure per student for the group is rather close to the median in the other categories.

The category for normal schools, containing a relatively small number of libraries, shows the least range in data of any of the groups. Table 5, recording these data, indicates no great libraries, large total expenditures, or high expenditure per student.

The decile rankings for the 344 junior college libraries, recorded in Table 6, are not directly comparable with the libraries in the four-year institutions. While there are a few large libraries in the group, the majority are small with no great spread in the data from the bottom of the tenth decile down to the first. The median library in the group, perhaps more typical of its class than the median library in the other categories, has over 6000 books and spends about \$2000, a little more than \$8 per student. It is highly probable, however, that in the smaller of these institutions, all the expenditures for library purposes, and particularly for part-time salaries, are not budgeted as library expenditures.

The junior colleges show amazing vitality and growth. Franklin D. Roosevelt referred to them as "a robust youngster in the family of American educational institutions," and Dean Carl Seashore of Iowa University has spoken of them as "perhaps the most significant mass movement in higher education that this or any other country has ever witnessed in an equal period of time." That the movement is indeed robust and hardy is shown by Walter C. Eells's recent report that junior colleges have continued to grow steadily right through the war years in enrollment and in number of institutions. Enrollments have increased steadily from 50,529 in 1928 to 325,151 in 1944. Mr. Eells records 586 junior colleges in 1944 as compared with the 344 (not all institutions) responding to the U. S. Office of Education call for data in 1939-40. In view of this pronounced trend, which not even the war has been able to halt, it seems clear that the increase will be even more rapid with the return of peace and that junior college libraries will be an increasingly numerous and important part of the college and university library group.

EXPENDITURES PER STUDENT

Of particular interest is the decile ranking of the libraries in the five categories by expenditures per student enrolled. Here, in all the groups, we have a wide range of expenditures. In the large college and university

COLLEGE AND UNIVERSITY LIBRARIES

group, the highest library in the top decile spends \$81.81 per student and the lowest library in the decile, the sixtieth in the entire list, spends \$28.41 per student. The median expenditure per student is approximately \$12.76, while in the lowest two deciles, containing 120 libraries, the range is from \$7.37 to 48 cents per student. It should be pointed out, however, that there probably are in these lower deciles certain denominational and religious libraries that do not operate entirely on a money economy.

As in the case of total expenditures, the range of expenditures per student in the teachers' college group is not so wide, running from \$41.09 to \$21.63, in the top decile of fourteen libraries. The median library is at \$12.52, which again is about the same as the median library in the college group. In the professional and technological group, the median amount spent per student is \$11.02, in the normal schools \$10.93, and in the junior colleges \$8.35.

It should be pointed out that the standard of an expenditure of \$25 per student enrolled is not applicable to the junior college group. The volume *American Junior Colleges*, published by the American Council of Education in 1940, sets forth numerous standards of regional associations and the various states for junior colleges. In nearly all of these statements a strong, live library under professional direction is considered a prime essential. Usually, the library standard is stated qualitatively rather than quantitatively. In the few instances where specific expenditures are recommended, a minimum annual expenditure of \$500 for books and periodicals is suggested and per student expenditures for books varying from \$2.50 to \$5 for each student enrolled.

More recently, Raymond M. Hughes in his *Manual for Trustees of Colleges and Universities* has suggested that in the junior college of 250 to 1000 students \$10 per student enrolled is adequate financial support for the library. If there are less than 250 students, an expenditure of \$15 per student is desirable. If enrollment is between 1500 and 3000, Mr. Hughes believes an expenditure of \$5 or \$7.50 would be reasonably adequate.⁴ If these recommendations have validity, the junior college libraries, with a median expenditure of \$8.35 per student, as recorded in Table 6, apparently come closer to meeting standards of financial support than do any of the four groups of four-year colleges.

It is evident from these decile rankings that the great majority of the higher educational libraries fall far below the usually accepted standards of financial support per student enrolled. Standards of this kind have been frequently and variously stated in recent years.⁵ W. M. Patton, Librarian of Carleton College, in 1926 recommended an expenditure of \$25 per stu-

EXPENDITURES AND STANDARDS OF SUPPORT

dent enrolled. Fourteen New England libraries, in the same year, reported actual annual expenditures of \$23 69 per student. D. J. Cowling, President of Carleton College, in 1927 recommended a budget that would require an annual expenditure of \$32 50 per student enrolled. Randall and Goodrich, in 1936, found the expenditures of twenty college libraries known to give satisfactory although not exceptional service, to be \$32 per student.

The most generally accepted standard in college library circles has perhaps been that set up by the American Library Association Committee on the Classification of Library Personnel. This committee, on the basis of careful study in 1928 of the budgets of 100 colleges and universities, recommended an annual expenditure of \$25 per student enrolled, dropping to \$20 per student for those institutions with enrollments above 8000.

Obviously the great majority of the college libraries of our nation, as shown by the various decile rankings by student expenditures in Tables 2 through 6, do not reach this standard. It may perhaps be assumed, in view of the increase in aggregate library expenditures in 1940 as compared with 1932, that they come nearer to the standard than they did when it was set up in 1928. Whether the various standards, as given above, have themselves been in part responsible for any such increase cannot be as safely assumed.

A conveniently used and perhaps more reliable standard for measuring the adequacy of library financial support in four-year colleges has been a certain per cent of the total institutional budget. This percentage has varied from 4 per cent, suggested by the American Library Association Committee on the Classification of Library Personnel in 1928, up to a range of 5 to 7 per cent, recommended by Rosenlof in 1929 for the libraries of teacher training institutions.⁶ As compared with these standards all the libraries included in the 1939-40 figures of the U. S. Office of Education spent 3.81 per cent of the total expenditures of their institutions. Broken down by categories, the colleges and universities spent 3.83 per cent, the professional and technological schools 2.32 per cent, the teachers' colleges 4.68 per cent, the normal schools 4.23 per cent and the junior colleges 4.33 per cent.

NEWER STANDARDS

In making the foregoing analysis, the Committee has not been forgetful of the qualitative library standards set up by the North Central Association some years ago. Neither has it been unaware of the *Classification and Pay Plans for Libraries in Institutions of Higher Education*, of which the section dealing specifically with personnel and salaries was published by the

COLLEGE AND UNIVERSITY LIBRARIES

American Library Association in 1943. These highly detailed plans are the lineal descendants of the *Budgets, Classification and Compensation Plans for University and College Libraries* published by the Association in 1929. They have been arrived at only after prolonged study over a period of years by a highly competent committee. Requiring as they do the establishment of the service load of each library on the basis of detailed statistics for each individual institution, they do not lend themselves to comparison with the generality of libraries.

These newer standards, while they do not require the high level of support reached by our best financed libraries, call, on the whole, for a much higher level of support for our libraries than the older, conveniently used but more or less rule-of-thumb standards quoted above. For many, very likely most of our libraries, these new standards require support so far above existing levels as to be completely discouraging to librarian and institutional administrator alike.

The Board on Salaries, Staff and Tenure, which prepared these standards, was well aware of this situation, which it found to be its most difficult and controversial problem. In its tentative unpublished report it stated that future meetings would give consideration to variant standards, applicable to libraries at the extremes of support

If it is true, as we believe it to be, that the tentative standards are not readily applicable to libraries generally, then there seems to be a definite need for the development of a standard, simply stated and easily applied, which can be conveniently used, with some hope of achieving it, by the many hundreds of libraries falling in the lower deciles shown by Tables 2 through 6. In view of the committee statement above, we can look forward to early attention in the postwar years to the formulation of such a standard.

RECOMMENDATIONS

1. *That the American Library Association, the Association of College and Reference Libraries and other agencies and organizations concerned with higher education be keenly alive to national and regional financial disparities among the libraries of our higher educational institutions and that they encourage and promote the present trend for a correction of these disparities through the work of their committees, through program planning, through suggesting necessary research, and through putting the situation clearly before governing bodies and interested foundations, together with intelligently conceived remedial recommendations.*

2. *That special concern and attention be devoted to those libraries, con-*

EXPENDITURES AND STANDARDS OF SUPPORT

stituting the large majority of all higher educational libraries in the land, which clearly fall below accepted levels of support and that continued attention be given to developing standards and norms which will assist these libraries in improving their staffs, book stock and service.

3. That each college and university library determine its status, comparatively, within the entire group of libraries, by reference to the various decile rankings above and particularly the suggested standards and the actual expenditures per student. That if the library is seriously below accepted standards, this situation be called to the attention of administrative authorities, together with a suggested program for improvement.

THE BOOKS IN THE LIBRARIES

THE 1321 libraries reporting to the Library Service Division in 1940 contained 71,666,801 volumes, an increase of 18,747,738 volumes over the figure of 52,919,063 reported in a similar survey made in 1932. This substantial increase indicates that the rate of growth of the national college book stock as a whole is almost as rapid as that of many individual libraries which have been approximately doubling their book content every twenty years.

The decile rankings of the libraries, by number of volumes, as given in Tables 2 through 6 in Chapter-II, show the same concentration in a relatively few institutions that is found in the case of total expenditures and expenditures per student enrolled. In the important college and university group the range in the top decile of 63 libraries is from 4,159,606 volumes in the largest library to 195,832 volumes in the smallest library, while in the two top deciles the range is down to 95,554 volumes. The median library in the entire group of 627 libraries contains only 29,600 volumes.

In the teachers' college libraries the range, as in the other data, is not nearly so extreme, extending in the top decile from 139,732 volumes in the largest library down to 59,371 volumes at the bottom of the decile. In this group the median library has 24,531 volumes, only slightly less than the median library in the larger college group.

The separate professional and technological libraries, for which decile rankings are given in Table 4, are not, with a few exceptions, large. The median library, considerably smaller than the median library in Tables 2 and 3, contains 14,174 volumes. In the small normal school group recorded in Table 5 there are no large libraries and, as in the case of expenditures and support per student, there is less range in the data than in any other group. The median library, with 7603 volumes, is only one half as large as the median library in the technological group and approximately one fourth as large as the median college and teachers' libraries.

The junior college group, set forth in Table 6, while containing a few

BOOKS IN THE LIBRARIES

surprisingly large libraries, consists, as is to be expected, chiefly of smaller collections. The range of the data, excluding the few large libraries, is not wide. The median collection contains 6361 volumes—not many less than the median for the normal school group. This category contains, next to the four-year colleges and universities, the largest number of libraries in the five groups. In view of the rapid growth of the junior college movement, it will probably very soon be numerically the most important group in the entire college library field.

The number of volumes in the libraries in the college and university category emphasizes the very great concentration of books in a relatively few libraries. The total number of volumes in the top decile of 63 libraries in this group is 35,503,390, or approximately one half of the total number of books in all higher education libraries. Indeed the 10 largest libraries, with 15,774,280 volumes, contain over one fifth of the total book stock. The 20 largest libraries contain 22,622,366 volumes, almost one third of the national total for all categories. Conversely, the 63 libraries in the lowest decile contain altogether only 536,143 books. As in the matter of expenditures, there may be some question if this very great concentration of our higher educational library resources in a relatively few institutions is, from the national standpoint, an entirely healthy situation.

GEOGRAPHIC DISTRIBUTION OF BOOK STOCK

The distribution of the total college book stock by states and regions is set forth in Table 7, together with an indication of the relationship of these library holdings to the segment of the population of college age, the young people 20 to 24 years old. Here, as in the case of expenditures, we have a very high concentration in some of the Northeastern States. The Northeastern States, altogether, have 28,811,569 books in their higher educational libraries or 8.04 books per 1000 persons 20 to 24 years of age. This is over twice as many books in college libraries per 1000 college-age young people as are found in the Southeast and almost twice as many as are in the Southwest. The Far West States, with 7.55 books per thousand, come nearest to equaling the Northeast, followed by the Northwest with 7.12 and the Middle States with 6.24. Three regions, the Northeast, the Far West and the Northwest, have more books per 1000 young people than the national figure of 6.93.

As is to be expected, in view of the recent increases in library expenditures shown in Chapter II, the above figures represent a definite advance over the 1932 figures analyzed by Wilson in his *Geography of Reading*.

COLLEGE AND UNIVERSITY LIBRARIES

Contrary to expenditures, however, the number of volumes in the libraries, in proportion to population, surprisingly show greater regional disparities than was true in 1932. Then the Southeast had 3.6 books less per 1000 young people than the Northeast; now it has 4.47 less. The Far West,

TABLE 7

VOLUMES IN COLLEGE AND UNIVERSITY LIBRARIES PER CAPITA POPULATION 20-24 YEARS OF AGE 1940

<i>States and Regions</i>	<i>Population</i>	<i>Books</i>	<i>Volumes per 1,000</i>
CONTINENTAL UNITED STATES *	10,340,149	71,666,801	6.93
NORTHEAST STATES	3,579,976	28,811,569	8.04
Connecticut	160,162	3,102,513	19.37
Massachusetts	369,972	7,148,776	19.32
New Hampshire	39,519	658,001	16.65
Vermont	28,940	368,077	12.71
Rhode Island	63,444	680,203	10.72
Dist. of Columbia	65,483	661,778	10.19
Maine	66,373	605,332	9.12
Maryland	164,932	1,219,080	7.39
New York	1,146,721	7,672,458	6.69
Pennsylvania	899,818	4,368,927	4.85
New Jersey	376,912	1,797,885	4.77
Delaware	24,268	82,492	3.39
West Virginia	173,477	446,047	2.57
SOUTHWEST STATES	858,560	3,560,664	4.14
Arizona	44,135	214,423	4.85
New Mexico	46,630	180,100	3.86
Oklahoma	199,358	774,367	3.88
Texas	568,437	2,391,774	4.20
SOUTHEAST STATES	2,646,358	9,466,726	3.57
Virginia	253,320	1,451,349	5.72
North Carolina	355,734	1,777,270	4.99
Tennessee	264,938	1,196,292	4.51
Kentucky	245,842	983,069	3.99
Louisiana	216,396	820,875	3.79
South Carolina	193,891	544,155	2.80
Georgia	304,638	809,434	2.65
Alabama	271,776	672,403	2.47

BOOKS IN THE LIBRARIES

<i>States and Regions</i>	<i>Population</i>	<i>Books</i>	<i>Volumes per 1,000</i>
Arkansas	172,073	414,339	2.40
Florida	169,716	385,246	2.26
Mississippi	198,034	412,294	2.08
MIDDLE STATES	3,055,348	19,084,016	6.24
Iowa	211,145	1,676,171	7.93
Minnesota	245,592	1,876,567	7.64
Missouri	304,119	2,147,302	7.06
Illinois	687,842	4,752,434	6.90
Ohio	598,762	4,023,927	6.72
Indiana	288,932	1,628,532	5.63
Michigan	457,151	2,186,281	4.78
Wisconsin	261,805	792,802	3.02
NORTHWEST STATES	633,665	4,517,455	7.12
Colorado	95,233	890,968	9.35
Utah	51,262	415,415	8.10
Kansas	144,955	1,145,531	7.90
Nebraska	107,339	824,978	7.68
Montana	51,278	352,425	6.87
South Dakota	54,868	345,840	6.30
North Dakota	57,452	267,672	4.65
Wyoming	23,296	104,462	4.48
Idaho	47,982	170,164	3.54
FAR WEST	823,883	6,226,371	7.55
Oregon	90,502	790,489	8.73
Washington	148,867	1,116,377	7.49
California	574,930	4,256,141	7.40
Nevada	9,584	63,364	6.61

which in 1932 was abreast of the Northeast, had by 1940 fallen somewhat behind it. The Midwest, which had .8 less books per 1000 than the Northeast in 1932, in 1940 had 1.8 less. The tendency toward an increase in the regional disparities in the college book stock, revealed by these figures, should be a matter of national and professional concern. This is particularly true in view of the fact that in the Southwest, Northwest and Far West more young people, in proportion to their age group, are apparently attending college than in the Northeast. Also a matter for concern is the inadequate status and meager support of Negro college libraries in the Southeast. With the exception of Howard University no Negro institu-

COLLEGE AND UNIVERSITY LIBRARIES

tion in this area has more than 75,000 volumes to support its educational program. Many of the books in these libraries, too, are gift volumes, of little or no significance in the work of the college.

NUMBER OF BOOKS IN RELATION TO ENROLLMENTS

The number of volumes in the libraries, in relation to student enrollment, nationally and regionally, is set forth in Table 8. Here we find even

TABLE 8

VOLUMES IN COLLEGE AND UNIVERSITY LIBRARIES,
REGIONALLY, PER STUDENT ENROLLED 1940

<i>Region</i>	<i>Enrollment</i>	<i>Per Cent Popu- lation 20-24 Years of Age</i>	<i>Books</i>	<i>Books per Student</i>
Continental				
United States	1,215,175	11	71,666,801	58 9
Southeast	191,290	7	9,466,726	49 4
Southwest	105,221	12	3,560,664	33 8
Northeast	373,369	10	28,811,569	77 1
Middle States •	323,119	10	19,084,016	59 0
Northwest	92,516	14	4,517,455	48 3
Far West	133,120	16	6,226,371	46 7

greater discrepancies, regionally, than we do in relation to young people of college age. The national average is 58 9 library books per student enrolled. Only the Northeast, with 77 1 books per student, and the Middle States, with 59 books per student, rank above this national average. The Southwest, with only 33 8 books per college student, ranks lowest, the Far West, with 46 7 books per student, next lowest, preceded by the Northwest with 48 3 books per student.

Because it seemed strange to find the Northwest and the Far West, which rank definitely above the national average in books per 1000 people of college age, below the national average in books per student enrolled, an analysis was made of the proportion of young people actually attending college in the various regions. The interesting results of this analysis, set forth in Table 8, show that for the country as a whole, 11 per cent of the young people 20 to 24 years of age were in 1940 in attendance at the colleges.

Curiously, both the Northeast and the Middle States, with 10 per cent, fall below this national average, along with the Southeast, where enroll-

BOOKS IN THE LIBRARIES

ments are 7 per cent of the 20 to 24 age group. The Southwest, with 12 per cent, is somewhat above the national average, while the Northwest with 14 per cent and the Far West with 16 per cent are definitely above the national average. The Northeast, which has approximately 40 per cent of the college library book stock of the nation, has only 30 per cent of the total number of students. This seems to indicate that the rich library resources of this region are less useful in the total higher educational work of the nation than might be expected. Part of this comparatively limited use is probably due to the fact, previously suggested, that most of the colleges and universities of the region are privately supported, often limit their enrollments and are usually rather expensive to attend.

It is particularly interesting to note that the Far West, the Northwest and the Southwest, which, according to the analysis presented in Table 8, are in order the areas having proportionately the greatest college attendance, are, according to Table 1 and Figure 1 in Chapter II, also the areas having the greatest amount of publicly supported higher education. This situation seems to substantiate the suggestion made in Chapter II that the young people of the Northeast, regardless of many fellowships and scholarships available to them, are economically in a less favored position as far as higher educational opportunity is concerned than the young people of some other regions. On the other hand, it seems clear that the young people who do attend college in this section enjoy superior library facilities and resources. Many private colleges of the Northeast and the Middle West draw their students from other sections of the country. This seems to be an additional indication that the young people of the Northeast and the Middle West either do not attend college in the same proportion as the young people of the Southwest, Northwest and Far West or many of them go to other regions for their higher education.

The brief recent report of Raymond Hughes in *School and Society* on the relative educational standing of the forty-eight states seems to confirm some of the above statements. Mr. Hughes says, "Of the eleven best educated states, all but one are in the Far West." He finds that ten Western states have 32.6 per cent or more high school graduates of whom 5.64 per cent are college graduates. As compared with this the six leading industrial states of New York, Massachusetts, Illinois, Pennsylvania, Michigan and Ohio, rich in college resources, have an average of 24.7 per cent high school graduates of whom 4.7 per cent are college graduates.⁷

RATES OF GROWTH

One of the interesting phenomena in the development of our libraries,

COLLEGE AND UNIVERSITY LIBRARIES

in some ways disturbing, has been their rapid rate of growth, particularly in the larger institutions. The figures gathered by the U. S. Office of Education in 1932 and again in 1940 indicate growth at the rate of over 20,000,000 volumes in the book content of our college libraries each decade. At this rate the total holdings of our libraries will be approaching 200,000,000 by the end of this century.

This does not seem too formidable a figure for our libraries in the aggregate. The rate of growth of some of our largest libraries, however, poses serious problems for their institutions and for librarianship at large. Harvard University Library, the largest educational library in the nation, grew, according to the statistics of university libraries compiled by Princeton University, at a rate of 108,405 volumes annually during the period 1932-40, requiring almost three linear miles of new shelving each year. At this rate this library will increase by over 5,000,000 volumes during the remainder of this century, and by the year 2000 will contain well over 10,000,000 volumes.

The Library of the University of Minnesota, as typical of library development at a strong state-supported Middle Western university, grew at the rate of 53,260 volumes, or 1.4 miles per year, during the period 1932-40. At this rate this library will have increased by 2,500,000 at the end of the century and will then contain over 3,500,000 volumes. Growth at this or a more rapid rate, indicative of "whither we are tending," will probably take place in all our larger libraries within the lifetime of the younger librarians now living. While it suggests grave problems, they do not seem insuperable.

If we project growth at a similar rate into the far future, we get rather staggering figures. Five hundred years from now, just as far again into the future as the invention of printing is into the past, the Library of Harvard University, at its present growth of a million volumes a decade, will contain somewhere around 55,000,000 volumes requiring approximately 1480 miles of linear shelving. The present extensive collection at Harvard will obviously be only a minor fraction of this large collection. Within 500 years the University of Minnesota Library will, at its present rate of growth, have acquired 26,000,000 volumes requiring over 700 miles of linear shelving. What batteries of indexes, abstracts, bibliographies and catalogs will, according to present organizational procedures, be required to keep these and the even larger masses of print in our national libraries in usable order! And what a celebration the devotees of the book can have in the year 2440 in honor of the invention of print!

It is possible of course, and even quite probable, that future develop-

ments in preserving the records of mankind will be such as to make our present concern over the size of our libraries, if it should survive to be noted in the distant future, seem quaint indeed. Already technological advances make it possible to shrink the physical size of the book drastically and thereby reduce the space requirements of our libraries markedly. The recent suggestion of Fremont Rider that the book be reproduced in microprint on the back of the catalog card, with several hundred pages appearing in this 3 x 5 inch space (which does not appear impractical) seems to eliminate many problems, at present grave, of space, shelving, binding, and use records.⁸ However, even if it reduces drastically present cataloging costs, as Mr. Rider believes it can through centralized cataloging, it does not eliminate, or in any way meliorate the basic problems, gradually becoming more complicated and difficult, of the orderly listing and organization of the written records of mankind. No technological development yet suggested has pointed the way to the easy solution of this fundamental and knotty problem. Because it is and will be at the core of all librarianship, it is treated separately.

The keepers of books in their collecting and buying activities have, down through the ages, proceeded on the principle that everything written or printed is worth preserving somewhere. This philosophy in general is accepted and, according to their means, opportunities and purposes, largely practiced by librarians today. The book now, however, has, in many of its expressions, become so numerous and so common, so undistinguished and often so unimportant, that in trying in the aggregate to encompass recorded human experience in its totality libraries are very much like the individual keeping a detailed complete diary cluttered up with minutiae and trivia of every kind.

Technological developments from the beginning of printing have all been of the kind that make it cheaper and easier to get writing published or otherwise reproduced for preservation in libraries. With costs and other production difficulties, so important in the early history of the book, becoming less and less of a restraining factor, the quantity, but not the quality, of our writings increases apace. It is suggested, in view of the rapid growth of our largest libraries, which according to present procedures will eventually reach either unmanageable proportions or else be very expensively managed (as indeed they already are), that the time has come for libraries, even large libraries, to be very much more critical than they have been of the materials they add to and keep on their shelves.

It is probable, and desirable, that in the library of the future, large or small, there will be more emphasis on selecting books and promoting their

COLLEGE AND UNIVERSITY LIBRARIES

use and less on collecting them. This may indeed be the distinguishing characteristic of postwar academic librarianship, as compared with the pre-war period. In time, too, the Discarding Division of the library may rank in importance with the Acquisition Division. Increasingly critical evaluation of books obviously will call for more knowledge of subject fields and better cultural backgrounds than the generality of our librarians now have. To sit in judgment on a book and decide that it is of no importance to either present or future generations is a responsibility that few people like to assume. It has been the experience of many librarians that when they have so judged books they have as often as not found themselves to be wrong. As a result, the librarian of the large collection who has the courage as well as the funds to cull, weed and discard vigorously is rare indeed. Perhaps it is fortunate that this has been so, but the dilemma is that it cannot down through the ages continue to be so and probably should not be so even in the near future.

If, as John S. Richards has suggested, bibliographic centers or other co-operative library agencies serve as regional clearinghouses to make certain that one copy of obsolete and little-used books be retained in each area, then librarians can adopt a bolder and more forthright discarding policy. They can do this secure in the knowledge that if the book they are earmarking for the wastebasket is the only remaining copy in the area, they will be so informed by the center. A smoothly working plan of this kind will permit extensive discarding but also eliminate the fear of destroying something unique and rare.

POOR QUALITY OF MANY BOOKS

One of the phenomena of our times is the low esteem in which much of our writing, particularly in the academic field, is held. This opinion is prevalent in cultural and academic circles everywhere, but is usually applied to writing other than one's own. It is given exhorting voice by Philip Wylie in the *Saturday Review of Literature*.⁹ Among many strictures he says, "The somewhat new and conceivably useful content of the normal schoolbook could be boiled down to ten pages and that is true of perhaps half of all the books examined. They are 'expansions'—blow-ups of learned trifling, endless writing around Lilliputian topics . . . train loads of wasted paper . . . Not instruments of knowledge but examples of exhibition contrived to gain academic prestige, promotion or salary increase. The mere number of publications is significant in standards of many ivy-hung universities." This castigation of "books bearded with bibliography," has the overstatement of all sarcasm, but there is truth in it. Very

likely all of the books Mr. Wylie examined can be found, and will continue to be found, years on end, in many, perhaps most, of our college and university libraries.

In somewhat similar but more tolerant vein William Bridgewater,¹⁰ in an article "Who Writes on the Campus," also published in the *Saturday Review of Literature*, says that academic cultists write to win the admiration of their own small cliques "Their books are, for the most part, anthologies masquerading as original works. Jargon abounds, new words taking the place of new ideas. Such scholars cultivate obscurity and long words and execrable syntax" Mr. Bridgewater goes on to say that in the long run such books do not matter, that the scholar and his clique disappear in ten years, and he ends optimistically with the statement that "more and more men of learning are losing their fear of simplicity and clarity."

But for libraries these books of little consequence do matter because they reach our shelves at considerable expense and do not automatically disappear with the author, taking the records of their cataloging with them. Undoubtedly, books of this kind are an important factor in the high rate of obsolescence among college library books as revealed by recent studies.

In the main, the books added to college libraries are chosen by the faculty, and rightly so, because who better than the specialist in the field should know what books are important in the field and necessary for teaching and research in it. In frankness it must be pointed out, however, that the same situation that accounts for the writing and publishing of unimportant books also governs their appearance on the shelves of higher educational libraries. We may hope, perhaps without too much confidence, that educational reforms of the postwar period will bring less emphasis on writing and publishing as a means to promotion and more on good teaching. If so, both the building of our collections and their use will profit.

The emphasis that has been here placed on the unsatisfactory nature of much current academic writing and publishing is not meant to indicate that the concern of the educational librarian should be to keep current books out of his library. The selection, conservation and organization for use of important research materials obviously must continue to stand at the head of the list of fundamental objectives of the university library. Fulfillment of the objective, however, should proceed along more selective and critical lines than has ever before been true.

With even the most careful and critical selection our libraries, and particularly our larger libraries, will continue to grow at a rapid rate. They should, of course, grow as rapidly as the production of significant materials requires. This will probably mean, barring extensive adoption of micro-

COLLEGE AND UNIVERSITY LIBRARIES

print for current as well as older materials, that the physical housing of books will continue to be a serious problem for many of our libraries. Consequently, municipal and regional warehouses, such as the one cooperatively set up and now so successfully functioning in Boston,¹¹ will undoubtedly need to be developed elsewhere in the near future. In doing so the Boston experience will be of great value.

One problem that will need to concern librarians in the future, as it has in the past, is the fragile nature of much of the paper on which current books have been and are being printed. Unfortunately, good books of permanent worth frequently appear on woodpulp paper and are therefore candidates for slow disintegration. Microprint and microfilm offer a possible way of preserving much of this slowly crumbling material. Unless the problem is attacked on a wholesale scale, however, it will be only the exceptionally outstanding materials that will be so preserved. It must be admitted too that neither microprint nor microfilm have so far brought the millennium which in some quarters was expected. At their best they have so far been only a convenient, but rather slightly used, auxiliary to print. The preservation and, if necessary, the duplication of fragile materials must necessarily continue to be a major concern of the librarians of all higher educational institutions.

Perhaps a joint committee of various library and other learned associations should be charged with the responsibility of developing a program of national scope to meet this problem. It should not be too difficult, in the postwar period, to get books printed on durable paper. Putting the best books of recent decades into lasting form will offer far greater problems. In the final analysis, this will probably need to be the responsibility of each individual library.

Corollary to this problem will be the securing for our libraries of the important materials published in enemy countries during the war which were either issued in very limited editions or else largely destroyed in battle. The committees and individuals working on this difficult problem should, now and in the postwar years, be given every support, individually and through the various library associations, in order to bring this problem to successful solution.

SIZE OF COLLECTIONS

It has been suggested by one college president that the working book collection in the library be maintained somewhere around 50,000 volumes and that volumes above this number be placed in storage somewhere.¹² This is a practical suggestion, although the size of the working collection would

vary with the program of the college and should naturally be adaptable to changes in it. Each institution undertaking a definite limitation of library size would, of course, need to make a careful study, perhaps with the assistance of a regional bibliographic center, of the whole problem of its book needs as integrated with neighboring libraries of all categories. At the center of such a limited collection, and possibly set aside as the nucleus of it, would be the books supporting the solid intellectual and cultural core at the heart of the studies of every student. This central collection would not need to be large, although in the large institution it might need to be duplicated extensively.

Comparatively small working collections of this kind should receive attention and extensive development by university libraries in the future. There has already been a considerable trend in this direction among university libraries, but much that has been done has been in the nature of temporary expedients rather than a well-thought-out permanent program. A carefully developed book collection for the use of undergraduates, operated as a distinct entity and kept separate from the larger research resources of the university, would, it is believed, greatly facilitate university teaching at the undergraduate level. Much of the library confusion of the younger student, often the forgotten man in our large universities, could thus be avoided or, at least, meliorated.

While the direction and trends of higher education after the war can be forecast with some confidence, it seems highly probable that the immediate postwar period will be one of uncertainty for many individual institutions. Effective development of library resources, under these circumstances, will offer especially difficult problems. Only as the program of the individual college or university becomes clear and coherent can the librarian properly plan for the growth and development of the book collection. His immediate responsibility will be to be completely informed about the aims and objectives of his institution and to keep in touch with changes in the program. It seems obvious that he should be a member of administrative or faculty committees concerned with drafting plans for the future.

At most institutions, the first postwar years will probably bring increasing emphasis on vocational education of various kinds. Applied science may be stressed as much or more than pure science in response to the needs of returning veterans and war workers as well as to the normal needs of young people. All librarians will need to be prepared to meet rapidly and efficiently the book needs brought about by such change of emphasis.

One phase of institutional activity which will undoubtedly receive ex-

ceptional emphasis in the immediate postwar years is the training of students for the responsibilities of citizenship in a democracy. Libraries may need to secure and organize types of material not ordinarily acquired to support new courses in this field. This may include the acquisition and indexing of a wide variety of propaganda materials of a type not previously used in higher educational instruction. In a change of emphasis of this kind the alert librarian will be of especial usefulness, both in acquiring and organizing the necessary materials and arranging for their use under the most favorable conditions.

Naturally the development of a live, highly useful book collection in any institution, large or small, presupposes adequate financing of the library. In view of the data on limited financial support accorded the great majority of our libraries, as presented in Chapter II, the librarian of the postwar period will need to be especially alert and competent in presenting the budgetary needs of his library. In doing this he will need, and should receive, the encouragement and support of the Association of College and Reference Libraries, of educational associations, accrediting associations, interested foundations, and all with the welfare of higher education at heart.

Unfortunately it cannot be taken for granted that the college or university president will understand the need for a strong well-supported library. Although, in the final analysis, the primary responsibility for a virile, significant library development and administration rests with the president. The realities of college library administration indicate that the president, besieged as he is by a multitude of needs, is often the most difficult hurdle which a good library program has to clear. The fact that so many of our libraries are so poorly supported seems definitely to substantiate this statement. As a result budgetary ability, forcefulness and statesmanship, beyond what might ordinarily be expected, are often required of the librarian.

Obviously, from a national and international standpoint, the development of the college and university library book stock of the nation, if it is to make the greatest possible contribution to the national welfare and strength, must proceed on an integrated, coordinated basis. This matter is considered so all-important for the effective postwar building of our library resources that it is considered separately in Chapter V on "Cooperation and Coordination." It is re-emphasized here that it is the responsibility and duty of each library, large or small, to see where and how it can best fit into a program for the strengthening of college library resources of the nation.

BOOKS IN THE LIBRARIES

RECOMMENDATIONS

1. *That our library associations, and the Association of College and Reference Libraries in particular, working in cooperation with the Association of Research Libraries, be actively concerned with strengthening the book resources of the many hundreds of small college and university libraries through:*

- a) Development of a program, national in scope, for the strengthening of college and university library book resources, with emphasis on areas below national averages and standards, and consideration and development of remedial measures, looking toward the production of worth-while books in durable and attractive format.*
- b) Placing such a program before interested foundations, educational and library associations, federal and state agencies, accrediting bodies, publishers and individual philanthropists.*

2. *That all college libraries be increasingly critical of materials added to their shelves and that discarding and weeding be given much greater emphasis than they have been and that studies of book obsolescence be continued.*

3. *That each library be conscious not only of its responsibilities to its institution but also of its place as a part of total national cultural resources and that it cooperate with local, regional and national groups and bodies in developing its book collections*

4. *That all librarians inform themselves on the immediate postwar aims and objectives of their institutions, that they take all possible steps to support these objectives with the necessary book resources and that they be especially alive to all opportunities to support, through the development and use of the book collections, understanding of the modern world and training in citizenship.*

ACQUISITION, ORGANIZATION AND USE OF LIBRARY MATERIALS

THE POLICY of book selection by members of the faculty, with the approval and direction of the Librarian, is well established in American colleges and universities. Consequently, the great majority of the now well over 80,000,000 volumes in our libraries are there because some faculty member asked to have them there. This has been, and is, sound and sensible practice even though faculty members sometimes lack information about the literature of their fields and knowledge of book selection.

Actually, in the well-administered college library, librarians exert just as positive and direct influence on the development of the book collection as the orchestra leader does on the music his group produces. The results of their work are evident in the nature of the book collections. That librarians can directly build book collections rich in scholarly materials has been brilliantly demonstrated by some of our larger public libraries. The New York Public Library, for instance, has built up collections which in some scholarly fields rival those of Harvard where undoubtedly much of the growth has proceeded by faculty request.

Some of the college librarian's influence in determining the nature of the book collection is due to the fact that a portion of the book fund, sometimes a rather substantial portion, is expended directly by him. His most important contribution, however, is usually made in library committee meetings, in influencing allocations of funds and calling attention to specific book needs, areas of special weakness, and favorable buying markets. Through his knowledge of markets, dealers and exchange rates, and through a constant referral of buying opportunities, in catalogs or elsewhere, to the proper faculty members, the librarian does indeed influence, and often largely determines, the development of his collection.

This contribution is all on the positive side. It does not mean, and should not mean, merely the passive processing of orders or that every request initiated by a faculty member is purchased. On every campus there are certain bibliographically-minded instructors whose enthusiasm must be re-

ORGANIZATION OF MATERIALS

strained, in the interests of building a balanced book collection, just as there are others, not book-minded, who must be encouraged. It is a major responsibility of the Librarian to steer an even course between the two extremes and at the same time not to be carried away by his own predilections and hobbies. That this has not always been successfully accomplished is indicated by the fact that many faculty members, buying extensively in some narrow specialty, have left behind them accumulations of books that will be little used by anyone else. Librarians themselves have, as often as not, been guilty on this score.

One basic or at least contributing cause of this situation is the lack, at many institutions, of a well-defined and consistent policy of teaching and research in the various subject fields. Faculty member and Librarian alike are, in the majority of our libraries, handicapped by this lack at most of our institutions of clearly defined aims and objectives. As a result much of the institutional book buying, both in allocation of funds among departments and in actual book selection, has proceeded on a sort of rule-of-thumb basis. While this procedure has been roughly effective, and has resulted in rich book resources in our libraries in the aggregate, it has, for the individual institution, often been wasteful. Much more than has been true in the past, the Librarian of the future should ask for an over-all directive, in line with major institutional objectives, as a guide for the building of the book collection. If the postwar reforms in higher education envisioned by many educators materialize, even in part, this should not be too difficult in the coming years. Obviously, the proper directives can most readily be secured if the Librarian is a member, as he should be, of the policy-making committee or committees of the institution.

As suggested in Chapter V on "Cooperation and Coordination," whatever the institutional program, the building of book resources should proceed on a basis of regional and national cooperation, with a minimum of duplication and a conscious effort on the part of all librarians to get into the totality of our libraries the greatest possible number of books important for teaching or research in all fields. The increasingly liberal and rapid interchange of books among libraries of all classes, facilitated by union catalogs and bibliographic centers, will permit such cooperative development on a basis mutually much more satisfactory for libraries and library users than is now true.

CENTRALIZED ACQUISITION OF BOOKS

One important factor in regionally coordinating higher educational li-

brary development and use with teaching and research is a much closer liaison and collaboration between faculties and librarians than we now have. In the postwar period we shall need many regional conferences similar to the meeting of graduate deans, faculty members and librarians of the South, held under the auspices of the Joint University Libraries in Nashville, Tennessee, in the fall of 1944. Librarians, too, might profitably take a more active part in the deliberations of learned societies and groups than they now do. The Agricultural Libraries Section of the A.C.R.L., for example, could advantageously, from the standpoint of both groups, meet in collaboration with or at least be officially represented at the meetings and on the programs of the Association of Land Grant Colleges and Universities.

It seems clear that if the book resources of a college or university are to be developed effectively in line with major institutional objectives, this must proceed under a single efficient administration. If we are to have the regional and national coordination of book resources which modern scholarship requires, this must necessarily begin on each individual campus. Administrative coordination of the library program, as has been shown by a number of recent library surveys, does not exist at some universities and possibly some colleges today. This is due, in large measure, perhaps to the lack of well-defined institutional aims and objectives. Much of the responsibility, however, rests directly on the librarian in charge, through his failure to be alert to the book needs of his institution in its entirety and through his resistance, either passive or active, to the development of departmental libraries which frequently, in the larger institutions, represent the most effective way in which books can be used. The battle, either pitched or guarded, over the location and ways of use of important segments of the institutional book stock has been fought throughout many, perhaps most, of the universities of America, with the librarian too often holding out for everything as nearly as possible under one roof. As often as not, this has resulted in the development of smaller libraries outside the jurisdiction of the library. More to be deplored, however, is independent departmental library development which has taken place because of indifference or lack of alertness on the part of the librarian.

Obviously, the approach to this problem should be completely from the standpoint of the institution as a whole, with no attempt to hold the development in those channels most convenient for the library administrators. Probably in all major universities, and possibly a good many colleges as well, many of the books can be most effectively utilized when housed in or near the departments. Such departmental development will naturally be more expensive than a completely centralized library system with a mini-

ORGANIZATION OF MATERIALS

imum of duplication. An intelligently conceived institutional library program will recognize the needs, whatever they are, and will, on a balanced basis, meet them to the degree that the financial support of the total library program will permit. The haphazard and uneven development of departmental libraries, outside or partially outside the jurisdiction of the Librarian, which has characterized a good many of our universities, can thus either be avoided or brought under central control. While a completely coordinated program of library development requires the understanding and support of the university's administrators, it seems clear that the responsibility for the formulation and execution of such a program rests directly on the Librarian

It seems highly probable that the most efficient use of books in the modern university will proceed, more and more, on a divisional basis, or along major subject lines, rather than along narrowly defined and highly specialized subject fields. This will mean increasing opportunity for satisfying library service by those individuals competent in a subject field as well as in librarianship. Expertness on the part of its staff members, if not in a subject then in the literature of a subject, will be required more and more by the modern university library. Only with staff competence of this kind will it be able most effectively to develop its resources and make them of the greatest possible use. The individual library, professional associations, and particularly the library schools, have a real responsibility in preparing and developing staff abilities of this kind.

The technical processes involved in the selection and purchase of books are less bound by convention and former practice than either their cataloging or classification. For this reason we may expect to see, and should encourage, much experimentation in this field, in the postwar years, in quest of the simplest and most economical way to accomplish this important library function. Included in the quest for dispatch, simplicity and economy in the acquiring of books will undoubtedly be a greater cooperative massing of buying power, regionally and nationally, than we have yet approached. Perhaps centralized book buying on an important scale through some co-operatively maintained agency may yet become a reality. Certainly college librarians should be informed, alert and ready for action in this important matter. If library buying power is concentrated in significant quantity, librarians may possibly be in a position to exercise some influence on the quality of the books that will be written.

The actual procedures and routines for book buying, within the individual library, are in a good many cases, it is suspected, susceptible of simplification and streamlining, even in those state-supported libraries

COLLEGE AND UNIVERSITY LIBRARIES

which are required to comply with the cumbrous regulations with which many states surround their buying activities. Every library might well examine or re-examine its order routines in an effort to cut down as much as possible that delay between the initiating of an order and the availability of the book for use, a delay that is with some justice more or less of a standing complaint of the average faculty member.

CATALOGING

The organizing of books for use through cataloging and classification has perhaps received more thought and attention from librarians throughout the years since 1876 than any other phase of library work. This is as it should be because good cataloging and classification are at the root of all efficient librarianship. It is here, too, more than in any other portion of library work, that we are restrained and in varying degree held to conformance with decisions, policies and routines long since made and sometimes seriously outmoded.

The average university or college administrator or faculty member without question has little conception of the multitudinous difficulties and complexities of good cataloging and classifying. Indeed, to a lesser degree, this statement applies to those librarians who have not been or are not concerned with this fundamental work. Making a few cards for the average book and dropping them into an alphabetical sequence seems, on the face of it, so easy and simple that the problems involved have been generally misunderstood and underrated by the uninitiated, from the trustees of the British Museum down to college faculties and perhaps a few library administrators.

Misunderstood or not, the complexities and difficulties increase with each passing day. Each new book that rolls off the cultural assembly line and, as we hope, according to our present philosophy, into a library somewhere adds its infinitesimal bit to the problem. If perchance it deals with some new subject or its author, either corporate or personal, does business under some outlandish name, lists of subject headings, authority files, classification schemes, etc., must move ranks to admit a newcomer. Often this is accomplished only with some painful straining of component parts. The cataloger or classifier of the large collection is resigned to having this happen again and again with a jostling and often a revision of the organizational machinery in possibly several segments of classification system or subject field. Few persons other than librarians understand the fact that each additional book must be considered and readied for use in relationship to the thousands or millions already brought under organizational controls

ORGANIZATION OF MATERIALS

and cannot be treated as an entity by itself. This accounts, in part, for the prevailing notion that catalogers surround their work with mysterious and costly ritual much of which may, either admittedly or secretly, be considered unnecessary. There is room for much education here, but we cannot hope for too much success by any means other than setting the skeptic down to do a little cataloging himself. Important forward steps toward a better understanding of the problems involved have been the discussion and writing centering around code revision and the recent national tour of representatives of the Cataloging Division of the Library of Congress.

The costs, as well as the complexities, of cataloging in our libraries, and particularly in the larger libraries, have become such that there has been increasing unrest among library administrators and among catalogers themselves, resulting in an increasingly urgent quest for simpler and more economical methods. In this search for simplicity and economy there has been a certain amount of buck passing between administrator and cataloger and less frequently, between reference librarian and cataloger.

The failure of library administrators fully to understand the problems of cataloging, their tendency to underestimate the difficulties involved and to toss off solutions in easy and glittering generalities, is exemplified by the Librarian of Congress when, in his annual report for 1943, he says: ". . . if the profession would candidly face the fact that present cataloging methods are nineteenth century methods devised for forms of print which no longer constitute the bulk of library accessions, and for categories of readers who constitute a part only of present and potential library clienteles, a solution satisfactory to the profession could be found. What is needed is a form of control adapted to the mass and form of materials libraries now take in and useful to the readers who consult those materials—a form superior both qualitatively and quantitatively to forms now in use—a form precise enough to serve the specialist but not so cabalistic or elaborate as to confuse the general reader"¹³ So easy to say! And so hard (and expensive) to do! Hard and expensive because extensive twentieth-century streamlined change cannot begin suddenly with the new materials flowing into the library as of January 1, 1945, but must extend back to all the millions of books to which the so-called nineteenth-century methods have been applied. The statement reflects the persistent notion too that the catalog can be all things to all men. It may be seriously doubted that the general reader and the specialist will ever be satisfactorily served by the same cataloging instrument.

Many cataloging experiments, such as the divided catalog or breaking the cataloging up between the acquisition and reference divisions, seem

to have raised as many problems as they have solved. Simple cataloging, on a selective basis, offers no cost panacea, since greater intelligence, ability and judgment are required for this kind of cataloging than for the processing of everything according to a single routine. The search for simplification and economy in cataloging must nevertheless go on continuously. We need more constructive concern and thinking of the kind that H. B. Van Hoesen has devoted to the problem, and we definitely need an agreement among librarians themselves as to just what the catalog is supposed to be and do. Arrival at any unanimity of opinion in the matter will, on the basis of past experience, certainly not be easy. Since the problem grows by steady accretion we can probably, even with the most intelligent approach and handling, look forward to increasing rather than decreasing complexities. Certainly the wholesome air of inquiry and investigation and the readiness to adopt constructive changes, which now characterizes the management of the Processing Division at the Library of Congress, augurs well for future progress of real significance.

Perhaps, if the important research materials owned by the library come to rest directly in the catalog card trays in the form of microprint reduction on the back of the cards, as Fremont Rider has brilliantly suggested,¹⁴ we may, through the central cataloging he proposes, achieve real relief from the present high cost of cataloging. It is doubtful, however, if this development, when and if it occurs, will be as completely problem-solving as Mr. Rider believes. The basic and increasing complexities of cataloging will be in no way reduced by the microprint library on cards. Cataloging will necessarily be more standardized and perhaps better and more economically done, but the problems of filing, subject headings, added entries, cross references, outmoded and changing terminology, and multitudinous entries under United States, the Smiths, etc., will be with us in greater and more perplexing abundance with each passing year. The integration of the portion of the library microprinted on cards with the library resources in standard book and periodical form may also offer some difficulties.

CLASSIFICATION

In matters of classification the microprint catalog-library can probably bring relief through the greater ease with which the book can be physically handled and the possibility of its standing in several places simultaneously. This will make it possible for the classifier, if a classed catalog is maintained at all, to represent a variety of viewpoints or sections of the book in the catalog. It is quite probable that the whole burden of subject approach will be placed on subject headings entirely, or conceivably transferred

ORGANIZATION OF MATERIALS

from subject headings completely to a classed arrangement. Even with the microprint catalog functioning in greatly improved version over Mr Rider's first suggested model, we cannot believe that it will bring the millennium when the administrator and the catalogers can sit together, in mutual understanding and satisfaction, with everything under perfect control.

As long as libraries operate and grow along present lines, problems of classification will be difficult indeed. A classification scheme, once adopted by a library, is not easily changed, as those libraries which have undertaken complete reclassification have painfully discovered. The difficulties are not static and the classification scheme in use, good or bad, fastens itself upon the library more securely with each new book which its schedules admit. Whether by classification scheme or by subject headings, and no matter to what infinitesimal size the body of the book is shrunk, the orderly marshaling of all knowledge by subjects must continue to be the most difficult and basic of all the problems and responsibilities faced by the Librarian.

It is an interesting commentary on our present culture that the sum total of knowledge, once the main concern of the philosophers, is now given more thought and attention by librarians than by any other group. Not even the most exhaustive and complete encyclopedia covers all fields, interests and subjects to the extent that a library classification scheme or a complete list of subject headings must do. While the approach of the Librarian to the problem has been practical and his classifications and subject heading lists evolve gradually to encompass new fields of knowledge and new facts, the whole process offers opportunity for reflection and analysis worthy of the keenest minds. It is not inconceivable that the philosophers may yet come back to total knowledge as represented by the organizational schemes of our libraries. Certainly, a book like the L. C. List of Subject Headings would be among the most useful of all our millions of books in indicating what kind of culture and civilization flourished in the twentieth century.

Beyond general or special classification schemes and lists of subject headings lie the wider and more varied aspects of organizing knowledge through the preparation of bibliographies, indexes, abstracts and union lists and catalogs. Here librarians and other scholars frequently labor, either independently or together, but progress depends chiefly on and is greatly facilitated by orderly cataloging and classifying as practiced by librarians. More and more, modern conditions make cooperation mandatory.

INDEXING OF PERIODICAL LITERATURE

One of the most difficult of the problems facing modern scholarship is

the simple and efficient organization of the great mass of literature appearing in periodical form. While we have seen great progress in our time in the preparation of a host of highly useful and indispensable periodical indexes and abstracts, in sum total, indexing of this kind has been spotty and duplicative with some fields and periodicals covered several times, others not at all, and with a serious time lag in some. High cost of such services, too, especially to large libraries under the well-known "service basis" of the H. W. Wilson Company, has created unrest in some quarters. This entire matter, which has been spoken of as the most important single problem on the agenda of American librarianship today, offers a great challenge and a great opportunity in the immediate postwar period. Progress should be such that, in years to come, our present indexing achievements will be considered definitely as pioneer and on the whole rather unsatisfactory efforts.

Librarians have been increasingly articulate in their complaints about the indexing situation. The American Library Association, the Association of Research Libraries and other library organizations have for some years had committees working jointly on the entire problem. Good progress has been made through the work of Mrs. Barbara Cowles, Chairman of the A.L.A. Committee, who has published detailed data revealing excessive duplication of indexing, particularly in the field of industrial arts.¹⁵ Mrs. Cowles advocates a cooperative scheme for indexing, with scientific and learned societies furnishing the abstracts and librarians providing the indexing and compiling. She concludes that "the solution for the present chaotic situation is logically a centralized service for indexing and abstracting all publications on a coordinated basis." Such a service would necessarily need to be of an international character, particularly if it is extended to *all* periodicals. Work toward its realization should be one of the major concerns of the immediate postwar years. Important progress might perhaps be a direct contribution to that international friendship and understanding which will be so sorely needed after the war.

The suggestion of Zeliaette Troy that the publication, as well as the indexing, of periodicals be centralized, with editorial boards of present journals passing on and approving articles and then forwarding them to the central agency for printing and indexing, merits serious consideration.¹⁶ Such a procedure could integrate smoothly with the microprint library on cards, if it becomes a reality, and with the centralized cataloging Mr. Rider has proposed and the coordinated indexing advocated by Mrs. Cowles.

Some idea of the size and complexity of the learned periodical indexing problem is given by B. A. Soule in his *Library Guide for the Chemist*. In

ORGANIZATION OF MATERIALS

it he says that in 1938 the American Chemical Society was spending about \$200,000 annually to summarize and index each year 1500 books, 40,000 articles, and 20,000 patents of chemical interest. He reported the flood to be rising at the rate of 6 per cent annually and predicted a doubling of the figures cited by the year 1950 ¹⁷ With the problem so extensive in just one field it seems that the whole learned world will need to mobilize for action soon, possibly along the lines suggested by Mrs. Cowles and Miss Troy. In magnitude and complexity this problem approaches, if it does not surpass, the conception of the universal catalog. Progress toward its successful solution will be essential if scholarship is not to be overwhelmed by its own productiveness. In the postwar period, as in the past, college and university librarians will need to lead the way in an intelligent and concerted effort toward quick, reasonably simple, and economical indexing.

PROBLEMS OF EFFECTIVE USE

Organizational procedures, of whatever kind, exist only to promote ready use, with a minimum of delay. Here, as in all other phases of librarianship, the problem increases in complexity and difficulty as the library grows in size and establishes departments or branches elsewhere on the campus. This difficulty begins at the catalog with, in the larger libraries, its millions of cards, cross references, *see also's*, corporate entries, subject and sub-subject and period entries, pseudonyms, noblemen, and married women. It continues through pursuit of the book, once selected, through miles of corridors, possibly to special collections, reserve collections, seminars, branch libraries, rare book rooms or cases, periodical rooms or document sections, subject rooms, and permanent charges to professors.

In spite of these many complications it is true that in all well-administered libraries an effort is made to put as few barriers as possible between the library user, faculty member or student, and the books. To facilitate easy use some libraries have rather recently divided their catalog in various ways, usually into author and subject, and others have catalog attendants on duty to supplement prominently displayed directions and symbols by personal explanation and direction. Even with all these aids the use of the large card catalog is far from simple. That undergraduate and advanced students and faculty, and occasionally even the Librarian, sometimes feel helpless before it is not too surprising. There seems no real relief for the large library either, as long as dictionary catalogs are used, short of having a smaller and simpler catalog of the current, most actively used books, segregated from a larger research catalog of all holdings. Obviously

this means increased cataloging costs, already a sore point with library administrators

One of the wise elders of American higher education, with rich experience at a variety of universities in widely scattered sections of our country, as well as abroad, when recently asked what, in his opinion, was the greatest weakness of the American university library stated that it was its failure to distinguish between its service to undergraduates and to advanced students and faculty. This is criticism well taken. Some libraries, conscious of this weakness, have attempted to remedy it by the introduction of undergraduate reading rooms, others by general reading collections. Most of these adjustments have been more or less in the nature of experiments or temporary expedients

Although most large universities have hordes of undergraduates, they are, in administration and actual operation, research centered. The faculty member who groans and moans over the necessity of undergraduate teaching is a familiar character on every university campus. Obviously research emphasis does not facilitate service to the undergraduate by the library. The competent library administrator will nevertheless recognize good library service to the undergraduate as one of his major responsibilities and will make every effort, through special undergraduate collections, reading rooms, segregated catalogs, instruction in library use, and understanding reference and advisory service, to make use of the library a vital factor in the education of the undergraduate

Perhaps some of the energy, enthusiasm and thought which went into acquiring library materials after the last war can be transferred, after this one, to making the library a factor of lasting influence in the education of the undergraduate. If this occurs, as it should, then instruction in the use of the library will need to be given more serious and detailed attention than has been true in the past. While library instruction has been and is being handled rather well in some smaller institutions, it is, for the institutions of large enrollment, largely an unsolved problem. Progress, if it comes, will require more than sporadic and temporary attention from overworked circulation and reference librarians. Promotion of efficient use by the student of the library plant erected for his benefit at great cost would seem to be only common sense. University libraries think little of spending anywhere from \$20,000 up to well over \$100,000 each year for purchase of new materials. If as little as one tenth of the expenditure for books were devoted to instruction in their effective use, real progress could be made in making the library more vital in the educational process than it now is. One way that this could be effectively done would be

ORGANIZATION OF MATERIALS

through the employment of a teacher-librarian or librarians, not giving a separate course in "library instruction," but cooperating with the instructional staff and using classroom assignments as a basis for instruction. Whether progress comes at the expense of the book fund or not, promotion of effective use of the library by faculty member, advanced student and undergraduate alike is long overdue and should receive, in the postwar period, attention at least approaching that given to acquiring additional library materials.

The relaxation of fixed institutional procedures, more ready accommodation of the unusual student, admissions by examination, individual counseling and similar changes advocated and expected by many educators for the postwar period will offer abundant opportunity for especially effective library work. These changes will also require unusual competence and alertness on the part of staff members and vision on the part of library administrators. Perhaps the heavy hand of tradition will be relaxed in such matters as two-hour circulation of assigned readings, barring of undergraduates from the stacks, strict and limited circulation rules for the publications of the United States Government, many of which are the most common and most readily replaced of all current writings, and similar matters.

Certainly, too, libraries of every type will increasingly, in postwar years, make every possible use of machines for the execution of as many routine library processes as possible, thus relieving the librarians as far as possible from those "clerical" duties which have from the beginning of professional librarianship been anathema. Too much faith, however, should not be put in machines as a solution for library problems, clerical or otherwise. Machines by themselves will never remove the necessity for that careful planning of all operational procedures which is a fundamental of all good administration.

Visual and auditory materials, which are increasingly supplementing the book, should also come increasingly under the jurisdiction of the librarian. A recent investigation, however, indicates that many institutions have set up agencies, routines or procedures outside the library for the handling of these comparative newcomers in the educational field, and that many librarians have been relieved not to be charged with their care. The library, however, seems the logical agency to handle these teaching aids, which perform essentially the same functions as the book. Alertness and a readiness to assume responsibility in these new fields should characterize our postwar librarianship.

Use of the book should also be increasingly exploited through arrange-

COLLEGE AND UNIVERSITY LIBRARIES

ment of exhibits. Here libraries have much to learn from department stores and other commercial agencies. Real progress will require more than the casual part-time interest and effort that is devoted to this potentially effective educative device by the average college or university library.

In all its promotion of the use of its materials, the college library should be imbued with the idea that education is a life-long process. It should attempt to create and cultivate in its users a continuing interest in reading and study. In doing this, its service should follow its readers, as it now does at some progressive libraries, in friendly and helpful manner, into mature professional and family life, with a minimum of restrictive regulation. A corollary to such service to the graduate family of the institution will be cooperation, locally and regionally in the use of library materials, with public libraries, as well as with other colleges and universities.

RECOMMENDATIONS

1. *That every library secure from the administrators of its institution a clear statement of institutional aims and objectives and that development and use of the library be integrated and coordinated with these objectives as completely as possible.*

2. *That on every campus where library resources are decentralized the Librarian formulate a program for centralization of administration, to be placed before administrative officers as occasion permits. That, failing a central administration, an effort be made to unify all institutional libraries into one coordinated system.*

3. *That libraries, more and more, develop and, in their replacements, add to their staffs individuals with background and competence in specific subject fields and that library schools be increasingly urged to prepare persons with such qualifications*

4. *That libraries increasingly mass their buying strength for economy and dispatch in book acquisition and possible improvement of the quality of books being written.*

5. *That a sustained effort be made to arrive at agreement as to what the catalog should be and do and that, in line with this agreement, continued effort toward economy, simplicity and usability in the catalog be made.*

6. *That all librarians welcome with open minds and experimental trials all suggestions, such as that of the microprint catalog-library, and that the heavy hand of tradition be not permitted to restrain the adoption of such suggestions as prove their worth.*

7. *That all higher educational libraries give much more attention to the effective use of the books they have than has ever before been true, if*

ORGANIZATION OF MATERIALS

necessary doing this at the expense of book acquisition in impressive quantities, and that in doing this they formulate a detailed and well-supported plan, closely integrated with the work of its faculty, for instruction in the use of the library.

8. *That college librarians continue to take leadership, in cooperation with agencies and organizations of the entire learned world, in promotion of systematic, economical and prompt indexing of all periodical literature.*

9. *That college librarians be alert to advocate and assume responsibility for the organization and use of auditory and visual supplements to the book.*

COOPERATION AND COORDINATION IN THE PROFESSION

MORE THAN most fields of endeavor, the work of assimilating books and organizing them for the ready use of scholars lends itself to cooperation and coordination. That this has been clearly realized by American librarians is abundantly clear throughout the entire history of our rapidly developing profession.

As early as 1850, C. C. Jewett set forth his plan for the formation of a general printed catalog of American libraries "looking toward the accomplishment of that cherished dream of scholars, a universal catalog"¹⁸ In making this proposal he realized clearly the necessity of securing the close cooperation of the libraries of the country and the introduction of uniform cataloging procedures. He foresaw in such cooperation an "aggregate economy," a practical motivating force which has given impetus to library cooperation throughout the years.

The American Library Association, itself a result of cooperation, devoted its earliest activities largely to promoting cooperation among librarians. Significantly, the first editorial of the first issue of the *American Library Journal* begins, "The library profession within which cooperation may be made exceptionally useful . . ."¹⁹ This statement in a sense set the stage for much of the work that was to come. That the newly formed Association took it literally was well illustrated by its establishment of a Committee on Cooperation which in the very first year of the Association brought in five reports!

Of necessity much of the early work of the Association had to be concerned with such details as card size, cataloging rules and the standardizing of supplies, forms and furniture, but such larger concepts as the creation of a central cataloging bureau, the practicability of each publisher publishing catalog cards for his own books, cooperative indexing of periodicals and the possibility of the Library of Congress cataloging for the whole country occupied the Association for its first years and have continued to do so ever since.

COOPERATION AND COORDINATION

Naturally, all was not sweetness and light in these early years any more than now. Thus we find a librarian in 1891 saying that all work not essentially local can be done at less expense and to greater advantage by cooperative effort, that there need be no difficulty in making one catalog serve substantially for many libraries but "the great obstacle is a provincial spirit."²⁰ This human and professional trait, which has operated as a drag on cooperative effort throughout the years, is still, in spite of the demonstrated values of cooperative action, a factor to be reckoned with, particularly in the coordination of book resources.

In spite of provincial attitudes, the trend toward library cooperation went forward. In 1892, in response to a suggestion for the loan of books between libraries, the editors of the *Library Journal* could report that such lending was not "unexampled"²¹ A short seven years later inter-library lending could be spoken of as quite general, with the complaint, to be often plaintively heard, of the chief burden falling on the large libraries.

DEVELOPMENT OF THE IDEA OF BOOK LOCATION

In 1899, E. C. Richardson, in one of his earliest publications, advanced the idea that cooperation in cataloging involved more than uniform rules and the centralized reproduction of cards. He declared that what was needed was some method of knowing where books could be readily found. He emphasized also the need of cooperation in buying in order that libraries would supplement, not duplicate, each other, and in order too that as great a number as possible of books not already somewhere in this country would be acquired.²² Richardson gave a lifetime of effort to this intrinsically basic concept. In its behalf his voice was raised, and effectively raised, again and again, in library counsels, and he lived to see real progress made, on a national scale, in book location, if not in book acquisition.

The idea of book location and the coordination of book selection took vigorous root. In 1905 we find Richardson, in his presidential address to the A.L.A., meeting in Portland, advocating the cooperative "listing" of books and saying there was "no point in library practice where capital and organization would be so profitably applied to an economical solution of our national library problem of an adequate book supply. . . ."²³ In that same year the New England Education League and International Education Conference submitted to prominent librarians a plan for a Universal Library, which would put any desired book within the reach of any person desiring to use it. Such a plan, it was said, could "where desired, federate

existing libraries on some mutually satisfactory basis of operation or go forward on its own independent lines" ²⁴

In 1908, Charles H. Gould, Librarian of McGill University, suggested the need of coordination if libraries were to accomplish all the work they were really capable of doing. He proposed the establishment of regional libraries, whose spheres of operation would embrace the entire continent, each to be the center of a great region, helping the libraries of its own district, but maintaining a definite cooperative relationship to all other regional libraries. He thought of these libraries as really international in scope and character. ²⁵

In 1908, too, W. C. Lane of Harvard advocated the cooperation of libraries for central storage and emphasized the difficulty of knowing where needed books are located. He suggested setting up a College Library and Lending Bureau to gather bibliographies, catalogs and other kinds of data on where books are located. He also suggested production of union lists on a variety of subjects and the building up by the bureau of a collection of books of its own, chiefly working tools and expensive individual works and sets ²⁶

These proposals for coordination were not advanced as a spot solution, easily to be arrived at, of the problems of scholarly libraries. The difficulties of putting them into effect and the time and effort required were clearly foreseen. Thus in 1909 Gould, who that year made cooperation the theme of his presidency of the A. L. A., said, in his presidential address, "The twentieth century has the task of evolving method and order *among* rather than *within* libraries." ²⁷ Speaking on coordination at the 1909 conference R. R. Bowker, in similar vein, said, "It is an enormous subject, this, it is really the subject of the century." ²⁸

Richardson, further developing his ideas on coordination, proposed in 1916 that individual libraries should adopt certain subject specialties, which they would be expected to build up and develop and from which they would freely loan, insofar as possible, to other libraries. He urged that each cooperating library attempt to organize libraries having similar specialties, in order that there might be one copy of every book on a subject in each of seven localities in the United States. He said that a strong national library, with six or more strong regional sub-libraries would be a better solution, but that there had been too much waiting for regional libraries, large endowments, and a solution on a big scale and that, something being better than nothing, a beginning needed to be made ²⁹

Throughout these formative years much cooperation less specifically concerned with coordination of library resources took place. Outstanding

COOPERATION AND COORDINATION

among these was the development of *Poole's Index*, which began in the late 1840's as a small index of the periodicals in the Library of the Brothers in Unity at Yale. From this small beginning it gradually grew until it was taken over by the newly formed A.L.A. in 1876 and its scope broadened and expanded on a cooperative basis.³⁰ From this cooperative index, demonstrating those two fundamental components of a successful business enterprise, a good product and a market, spring the whole family of indispensable, commercially established Wilson indexes.

Other early bibliographical enterprises either wholly cooperative in origin and execution, or forwarded or brought to fruition through cooperative effort, in the interests of more efficient functioning of our libraries, include Sabin's *Bibliotheca Americana*, the *American Catalogue of Books* of 1876, the *A.L.A. Index to General Literature*, Bowker's *State Publications* and the *A.L.A. Portrait Index*. The central printing of catalog cards, now so well handled by the Library of Congress, began cooperatively under the A.L.A. created Library Bureau, and was taken over by the Library of Congress in 1901 as a "going concern."³¹

UNION LISTS AND UNION CATALOGS

A particularly significant development, stemming back to the early 1900's, was the cooperative development of union lists of serials. What was probably the first of such lists was published in Chicago in 1901. Other union lists followed at Philadelphia in 1908, University of Illinois 1911, New York 1915, Rochester 1917 and Providence 1921. Out of these and similar lists grew the great national *Union List of Serials* of 1928, originating during the first World War—interrupted efforts of a group of Middle Western universities to prepare cooperatively a list of their serial holdings.³² To the glory of American librarianship, this epoch-making list came into being without large subvention or endowment. Forty libraries, chiefly college and university, contributed \$12,000 a year for a three-year period for its support. Here was understanding and vision by administrators and cooperation that paid off handsomely in results. Research, at the modern pace, simply could not take place without this or a similar periodical location device.

Possibly of ultimate greater importance than the *Union List of Serials* was the beginning, in the middle twenties, of a national Union Catalog of books, located at the Library of Congress and having as its nucleus the printed cards for the holdings of that library. Through a grant, for a stipulated number of years, of \$50,000 annually from John D. Rockefeller Jr., for the purpose of increasing the bibliographical apparatus of the Li-

COLLEGE AND UNIVERSITY LIBRARIES

brary of Congress in the aid of research, this catalog was developed extensively.³³ Libraries throughout the whole country have cooperated and are cooperating in its development and research everywhere is profiting by its existence. The rate of its growth is indicated by the fact that in 1931 it located 6,000,000 titles in American libraries. By 1943 the locations and entries had reached almost 12,000,000 with 265,054 cards added that year, the smallest number for any year since 1935. Significantly, when the Rockefeller subvention was exhausted, the development of the catalog was taken over by the Library of Congress on its own budget. In 1943 the budget for this catalog was practically doubled to make it possible to add to it entries from the Philadelphia and Cleveland Union Catalogs.³⁴

Supplementing the national union catalog we now have numerous regional and local union catalogs, perhaps as many as 100, many of them given impetus by the depression availability of white-collar labor, several of them owing their entire existence to the unfortunate lack of private employment during much of the thirties. None of these catalogs could have been established without extensive cooperative planning and work on the part of the libraries concerned. All of them represent progress toward that location of books urged by Richardson and others in the early part of the century.

BIBLIOGRAPHIC CENTERS

Correlating with and partially stemming from the development of union catalogs has been the founding of three regional Bibliographic Centers in the nation, all financed in initial organization by the Carnegie Corporation but all requiring a high degree of cooperation from the libraries of their regions. The first of these Centers was founded at Denver in 1935 under the auspices of the Denver Public Library. The second at Philadelphia, now under the sponsorship of the University of Pennsylvania Library, was set up in 1938.³⁵ The third, founded by the Pacific Northwest Library Association and located in the University of Washington Library Building, was organized at Seattle in 1942. These Centers have been successful in promoting and facilitating research and scholarship in their respective areas. Most obvious has been their work as clearinghouses for interlibrary loans, but more important is the opportunity they have for promoting the cooperative coordination and development of the library resources of their respective regions.

In addition to some progress toward cooperation through these Centers, recent years have brought other important progress in concrete library cooperation. To the older and more familiar examples of division of fields

COOPERATION AND COORDINATION

of responsibility among Chicago libraries can now be added the cooperative arrangement between the libraries of Duke University and North Carolina University, the centralized administration and coordination of all the libraries of the higher educational system of Oregon, the setting up of a single library system for three independent educational institutions in Nashville, Vanderbilt University, George Peabody College for Teachers and Scarritt College, the coordination into a single administration and building in New Orleans of the two libraries of Tulane University and H. Sophie Newcomb College with Howard Memorial Library, and, more recently, the setting up of a new University Center at Atlanta, Georgia. This latter development involves directly the coordination of the libraries of Agnes Scott College and Emory University and contemplates cooperation with the libraries of the Georgia School of Technology, High Museum of Art, Columbia Theological Seminary and the University of Georgia at Athens. All six of these libraries are now represented in a union catalog of some 700,000 volumes in sixteen libraries³⁶

COOPERATIVE CATALOGING

Important as coordination of library resources is, cooperation in cataloging, with which the A.L.A. has so extensively concerned itself throughout the years, retains its importance and continues to carry the promise of great reward and an "aggregate economy" for all scholarly libraries. In 1928 the Committee on Cooperative Cataloging stated that college and university libraries had reported that Library of Congress cards were not available for from 20 to 75 per cent of their annual accessions. This lack of printed cards suggested the desirability of a complete study of all phases of the card service of the Library of Congress and of cooperative cataloging procedures in general.³⁷

Through a series of generous grants from the General Education Board, beginning in 1932, the Cooperative Cataloging Committee was able to set up headquarters at the Library of Congress and to promote, through the facilities of that Library, a program for the advancement of cooperative cataloging³⁸. As a result of this program, the Librarian of Congress could report in 1943 that in the ten-year period since the inception of the program the Library of Congress had received and edited copy for about 60,000 titles as well as classifying some 400,000 titles by the Dewey Decimal Classification for the benefit of subscribing libraries. The program is now completely under the direction of the Library of Congress, which is seeking to increase the annual contribution of 6000 cards by the cooperating libraries and has negotiated more cooperative cataloging agreements but,

COLLEGE AND UNIVERSITY LIBRARIES

possibly as a result of the war, has received fewer cards. The Library is now adopting a policy of doing as little editing as possible of the cards received from cooperating libraries.³⁹

It has been characteristic of much of the cooperative effort of librarians that many of the problems that have been solved cooperatively, particularly in the production of tools of the profession, have been taken over and carried on by commercial organizations as profitable business enterprises. Library Bureau, beginning as a cooperative A.L.A. venture, evolved into a successful library supply house. The Wilson indexes stem from the cooperatively prepared Poole, the great *Union List of Serials* is now at least partially commercialized; our own *Library Literature*, the result of the cooperative zeal of an enterprising group of Juniors of a decade ago, has until recently been prepared and published by H. W. Wilson, entrepreneur extraordinary of the learned world. Responsibility for the progress of cooperatively initiated work has also been assumed institutionally. Thus the Library of Congress has taken more and more direction of and responsibility for cooperative cataloging. When the subventions of the important national Union Catalog were exhausted, the development of the Catalog was taken over by the Library of Congress as a part of its regularly established bibliographical activity. Significantly, the beginning budget set up for the Union Catalog has recently been increased.

PROFESSIONAL ATTITUDES

Throughout all this honorable and at times inspiring record of coordinated effort and cooperative work emerge the professional zeal and devotion of librarians as individuals and as a group. Much, and very likely most, of the good library progress that has been made through cooperation, progress which could have been made in no other way, has been the result of thought and effort, work and sweat, over and above the call of duty. Devotion and zeal of this kind is attested by Robert Miller when in the preface to the first volume of *Library Literature* he says, "Nor can any further statement do justice to the sacrifices made by junior members who contributed freely and generously of their leisure time to the compilation of this list. The project was entirely dependent upon their voluntary service and cooperation."⁴⁰ Similarly the editors of the union list *American Newspapers, 1821-1936* could say, "many have volunteered to work because they recognize the need for such a list and they believe in cooperative enterprise."⁴¹ It is a matter of satisfaction that both in conception and execution of cooperative undertakings college and university librarians have played an important and often a major part.

COOPERATION AND COORDINATION

FUTURE DEVELOPMENTS

With this rich heritage of cooperative work, yielding steadily accruing professional dividends, what can and should college and university librarians do in the difficult postwar years to promote further cooperative effort? First and foremost, we should build directly on the best of what we have. In doing this it will be of fundamental importance to nurture and continue the propagation of the healthily established will to work together, already productive of so much that is good.

We need to realize fully that cooperation and coordination, voluntarily the magic sesame of effective library work in the earlier years of our profession, become increasingly mandatory as time marches on and a complex, streamlined world evolves about us. It is already evident that if we are to "win the battle against the floods of materials which are going to drown us all out of all our library buildings,"⁴² we shall need to stand against the flood together, in orderly array. We need to accept seriously the statement of one university librarian, made in 1930, that "the ultimate goal of library cooperation should be nothing less than the nationalization of the book resources of America."⁴³

Progress in arraying and girding ourselves for the "battle" can best be made from a single library to the city or immediate area, from the local area to the state, from the state to the region, from the region to the nation and from the nation to international groupings and arrangements. Each college campus, large or small, on which books are coordinated, organized and as simply arranged for use as may be, under an efficient single administration, is a partial victory in the never ending struggle to assimilate the records of mankind. The effective grouping of and division of labor and responsibility among libraries of all kinds in a city is a more important victory, regional cooperative grouping a greater victory, effective national organization a still greater achievement. Orderly, planned international organization, the apex of coordinated effort, will become, as time goes on, increasingly necessary if we are not to yield the field to chaos and confusion.

Richardson made a great contribution when he realized that coordination of library resources was lagging because there had been too much waiting for a solution on the grand scale for the perfected national or international plan brought full-blown into operation. Obviously neighbors work better together and understand each other's problems better than persons at a distance. It is for this reason that coordination has been most successful at the local level as in Chicago, Durham-Chapel Hill, Nashville, New Orleans, Philadelphia, Denver and elsewhere. It is for this reason too that

there is so much of promise in Bibliographical Centers which, as now operating, differ only in detail from the regional libraries suggested by Gould in 1909. In these Centers, of which three are now well established, and in the national Union Catalog in the Library of Congress, we have a beginning which can, with proper direction and development, be made into a closely knit national system.

The location of Bibliographic Centers, or similar agencies under some other name, at strategic points throughout our nation, until complete national coverage, headed up under a national Center, is secured, will be or can be a great forward step in the national mobilization of library resources. Perhaps this should be done with the support of the Federal Government. There is much to be said, however, for locally financed agencies, such as the three Centers now in operation, which draw their support directly from the areas they serve. Such mobilization, however financed, should not be thought of in terms of college and university libraries alone, but should obviously include libraries of all categories and types. Each Center will be close enough to its constituent libraries to understand their problems and effectively to assist them in working together in coordinating their resources. It will also be able to interpret the resources, needs and special problems of its region to the National Center, which will, in turn, be able to collaborate with an international agency.

Under such a plan each library, large and small, can be assigned some specialty, some subject segment of the vast total subject field for which it will have special responsibility and to which the region, nation, and eventually, with our rapidly shrinking distances, the world will look, as need arises. Under such a plan too, those "cultural deserts" and "pools of ignorance," now held to be a danger to world peace and stability, can be steadily reduced. The perfection of such a plan, or even important progress in its direction, should not be thought of in terms of a decade or two. On the international level, certainly, it will indeed be the "task of the century."

If such a complete system of Centers, on a national scale, were in existence now, important and immediate progress could be made in the laudable plan of library specialization on a subject basis now being promoted by the Association of Research Libraries. This plan is an effort to insure, through specialization agreements, that one copy of every important book in each subject field will be secured by some American library. This is a considerable recession from the earlier objective of one copy of every book in each of seven localities in the United States, and it may well be, as distances grow ever shorter, we shall not feel the need of having all important books in a subject field in this country. We cannot, however, look for-

COOPERATION AND COORDINATION

ward to a time when we shall not need to know where the important books are. This need will always remain as the central core of scholarly library service. It cannot be expected to yield to the conquering of space, or technical developments in the physical condensation of the book or in transmission of the image of it, no matter how phenomenal such developments may be.

Certainly with a well-established system of Centers it would be much simpler than it now is to discover accurately and completely where the existing library strength in various subject fields is, to promote the development of that strength and to eliminate the present extensive competition between scholarly libraries. In such a system there will obviously be little place for the "provincial spirit."

PROBLEMS OF INSTITUTIONAL COORDINATION

One difficulty college libraries will face, and do face now, in fitting into such a system is that the building of the library collection must be geared to the curriculum and that without coordination of curriculums among institutions no important progress can be made in coordinating the holdings of college and university libraries. This difficulty has been often dwelt upon by college librarians, and perhaps has occasionally been fastened upon with some alacrity as a means of evading coordination responsibilities. That it is a real obstacle which has retarded and will continue to retard the coordination of college libraries cannot be denied. We need, therefore, to make every effort not to permit it to stop coordination or keep it from beginning. Certainly we should not hide behind it.

The college or university librarian in America has, as he should have, considerable latitude of action and choice, which will permit a certain amount of cooperation *now* in any program of coordinated acquisition of book resources. That this is true is indicated by numerous book specialties in our libraries directly reflecting the interests of librarians, past and present. Coordination of college library resources does not, therefore, need to wait helplessly on the coordination of curriculums, but it will naturally be greatly facilitated by such coordination.

That the prospects for increasing institutional coordination in all phases of higher education is not too discouraging is indicated from a number of sources. Awareness of the possibilities of library cooperation is by no means confined to library circles. As long ago as 1934, Lotus D. Coffman, one of the greatest of American university presidents, in his book *The State University*, said this:

It would be the part of wisdom, so it seems to me, for those institutions located

COLLEGE AND UNIVERSITY LIBRARIES

in a given region to join in outlining their programs, defining their functions and allocating their responsibilities. To be specific, the state universities of Illinois, Iowa, Ohio, Michigan, Wisconsin, and Minnesota might agree that Minnesota should become the great library center for Scandinavian cultures and that all these other institutions should assist the University of Minnesota in becoming such a center. They might agree that the University of Michigan should become a great center for the Romance languages and that all other institutions should assist Michigan in becoming such a center. If this plan were followed and extended each of these universities might become the leading library center for some one of the great fields of learning. It would be conceivable that the states would provide scholarships which would enable them to send men from Minnesota to Wisconsin or Illinois or Iowa for certain training. Such a plan would insure a better and higher grade of scholastic work, it would promote and encourage research, it would insure greater permanency on the part of the staff, and it would enable the institutions to pay the abler men more than they now receive, for with a limitation of functions some money would be released which could be used to improve the quality of staff.⁴⁴

Chief among the writings pointing the way to elimination of duplication and competition is the important document *Cooperation and Coordination in Higher Education* issued by the American Council on Education in 1938. This careful study is one of the most discerning and forward-looking educational publications of recent times. It points out that educational institutions are now distributed throughout our country without rhyme or reason, that they overlap, duplicate, compete on an entirely independent basis. It suggests that each institution study its own resources and the needs of the area it serves and then organize its functions in cooperation with other institutions in the area. It finds the chief obstacles to coordination in narrow institutionalism, "ignorance, special interest groups, denominationalism, race antagonisms, politics, personal ambitions, administrative procedures and legal difficulties." In view of these formidable findings, it is not surprising that it concludes that *incoordination* is a grave problem, demanding the serious consideration of the educational and social statesmanship of the entire country. Fortunately it does not leave the matter there and suggests definite ways and means of attack. Included in these is serious thought and study of the entire problem by all educational organizations and societies.⁴⁵ This definitely then is a field for action by various learned organizations including the Association of College and Reference Libraries, the Association of Research Libraries and the American Library Association.

The existing picture is not entirely dark. On the positive side the study reports twenty-nine different types of cooperation already entered into by educational institutions throughout the country. College librarians can take

COOPERATION AND COORDINATION

some satisfaction, and perhaps some credit, for the fact that outstanding among these is cooperation in the development and use of library resources. Candor, however, requires the admission that libraries, perhaps more than any other phase of higher education, lend themselves to cooperative and coordinated development. This fact places a special responsibility on college librarians to be in the vanguard of those promoting institutional cooperation. This responsibility has been recognized and accepted by the librarians of a considerable number of institutions, with demonstrable success, some of which the study sets forth. With such fallow soil to till, then, college librarians of the postwar period should not remain passively at their assigned tasks, waiting for higher authorities to spy out the land and divide it neatly into carefully assigned plots. By working together they can, without institutional directives, cause some fields to flourish, perhaps so fruitfully that institutional directives and more general institutional cooperation will follow. Nor should they hesitate to ask for administrative directives and recognition of cooperative effort as time and place permit.

It may be expected that such requests will increasingly receive a sympathetic ear. They have already done so at Chapel Hill, Durham, New Orleans, Philadelphia, Denver and many other places. Administrative awareness of the possibilities of library cooperation is undoubtedly becoming increasingly common. One heartening instance of such recognition is found in the annual report of the President of Wesleyan University for 1940-41, when he discusses the possibility of library cooperation among six colleges in the Connecticut Valley.⁴⁶ Another instance is the survey, recently concluded, of the possibilities for cooperation among a group of libraries in North Texas, undertaken *at the request* of the presidents of Southern Methodist University of Dallas, Texas Christian University of Fort Worth and two State Colleges in Denton.⁴⁷

On the basis of past history and present trends in the field of library cooperation, as indicated in the foregoing discussion, it seems that we should take literally the admonition of Melvil Dewey, made in 1909, to "sow this seed [of cooperation] as we have opportunity, never knowing where it shall bring fruit."⁴⁸

RECOMMENDATIONS

1. *That we foster and develop to new levels the traditional American library spirit of working together*
2. *That we combat everywhere the "provincial spirit" and "narrow institutionalism."*
3. *That machinery be developed, through a system of Bibliographic*

COLLEGE AND UNIVERSITY LIBRARIES

Centers or similar agencies, with complete national coverage, for the co-ordination and integration on a national and international scale, of all the library resources of our nation

4. That promotion of cooperative cataloging be continued in every way possible with special attention to forwarding such cataloging at the Library of Congress appreciably beyond present levels.

5. That we promote a regional and national outlook on the part of each college and university library, large and small, in all phases of its operations.

6. That we assist, as libraries and as individuals, all soundly conceived plans and efforts for integration and coordination of educational enterprises and originate and foster plans of this kind of our own.

PHILANTHROPY AND COLLEGE LIBRARIES

IT HAS BEEN characteristic of the American scene that persons with accumulations of wealth to dispose of have often turned to the library as an agency likely to make such accumulations socially useful. This movement began, in the college field, with the modest gift of John Harvard to the Massachusetts Bay Colony and continued with those foundation books of Yale University Library brought together by the Connecticut clergy in a dining room at Saybrook. It is also characteristic that the two libraries thus modestly begun have steadily attracted additional gifts and have, in large part through numerous donations, developed into two of the great educational and research libraries of the world. Similar developments, often equally modest in their beginnings, characterize the founding of many other public, college and university libraries now grown famous.

The very great importance of gifts and endowments in the development of our college libraries is emphasized by Table 1 in Chapter II, which shows that in 1939-40, \$9,000,000 or more than one half of all the money spent for the support of college and university libraries was expended by privately supported libraries located chiefly in the Northeastern and Middle States. A considerable portion of this annual expenditure came, of course, from student fees, but in the great majority of cases the basic wealth which put these libraries into operation and financed much of their growth resulted from gifts, either to the institution in general or specifically to the library.

It seems natural and logical that the states and regions having numerous privately supported colleges, many with very strong, well-developed libraries, should not feel the need of establishing tax-supported higher educational institutions. However, if the analysis of privately supported higher education set forth in Chapter II is valid, then the private institutions have, either because of attendance costs or educational standards, not been available to the young people of their localities as readily as are the publicly controlled institutions of newer sections of the country. If it can be as-

COLLEGE AND UNIVERSITY LIBRARIES

sumed that publicly controlled institutions would have been founded in the older sections of the country if privately supported institutions had not been so numerous, then it seems that the extensive private philanthropy in these sections has operated to reduce rather than increase the general availability of higher educational opportunity.

Gifts to college libraries have been from two sources: private individuals and philanthropical foundations. Gifts from individuals have far exceeded those from foundations. They have played a great part in the growth and development of specific libraries in various parts of the country. Some libraries, usually not college or university, owe their entire existence and support to such gifts. On the other hand, foundation gifts, while often strengthening individual libraries, have increasingly in recent years been of the type calculated to stimulate and encourage library development generally.

The amount, type and geographical distribution of benefactions to college libraries during the boom year 1927-28 is summarized by Keyes D. Metcalf in the first *Yearbook* of the College and Reference Section of the American Library Association. Some foundation grants were received, but individual benefactors contributed by far the larger part of the donations. Gifts ranged from \$324 for the payment of student assistants to \$1,000,000 for a library building. Rare books, special collections, general library endowment, and purchase of specific books are included in gifts received.⁴⁹

A survey of library philanthropy during the 1930's in the six Southwestern States constituting the Southwestern Library Association similarly reveals individual benefactions exceeding the gifts of foundations, \$2,450,000 to \$420,000. Individual gifts ranged from \$5 to \$500,000, with the emphasis on books and service rather than on buildings and physical equipment.⁵⁰ This survey, which included libraries of all types, showed that in cash gifts twice as much money was given to college and university libraries as to public libraries. In book gifts, too, the college and university libraries received many more donations than did the public libraries.

Individual gifts to college libraries have been made in a great variety of ways, for many different purposes, and rather frequently with restrictions that have reduced and occasionally negated their value to the accepting institution. Many college libraries, perhaps the majority, have white elephant gifts of this kind subject to close and unnecessary restrictions. More and more our libraries are taking steps, as they should, to educate possible donors as well as to avoid commitments too rigidly restricting the use of gifts.

Alert college librarians have always kept in close touch with persons known to be in position to make gifts to the library. It has only been in

recent decades, however, that libraries have begun to put this activity on an organized basis through the formation of Friends of the Library groups or similar organizations. This movement is an effort to secure the friendly interest and good will of a much larger group of persons than libraries formerly appealed to. Louis R. Wilson has described it as follows:

The 1930's likewise witnessed a considerable extension of the Friends of the Library movement begun by Harvard, Yale and Columbia in the 1920's. Chicago, Princeton, North Carolina, Duke, New York University, Johns Hopkins, Wellesley, Colby, Knox, and other universities and colleges increased the total organizations of this character from three to fifty during the period. Their development is significant not only on account of the contributions which they have already made to the libraries concerned, but because of the recognition which they give to the functions of the library in the field of higher education.⁵¹

Since there are in the land over 1600 college and university libraries, there will be great opportunity in the coming years for the organization of a large number of groups of this kind. The chief responsibility for progress in this matter, as well as the initiative, rests on the head librarian. Formation of intelligently directed groups of this kind in college libraries generally can play an important and highly beneficial part in the future development of our libraries. The movement has had the active support and encouragement of the American Library Association. The Association of College and Reference Libraries too should also devote sustained attention to its encouragement and promotion.

A recent development further giving publicity to and perhaps encouraging individual philanthropy are the *Who's Who in America* citations for exceptional gifts to educational institutions first made in 1940-41.⁵² With the 1942-43 issue this feature was fortunately also extended to libraries.

GIFTS OF FOUNDATIONS

While the gifts of foundations to libraries have not been nearly as extensive as private benefactions their influence in the college library field has been tremendous. This can be said even though such gifts, when made on an institutional basis, have been restricted to a relatively small number of institutions. E. V. Hollis, who has made an extensive analysis of foundation gifts to educational institutions, has found that 73.2 per cent of all foundation money, during the twentieth century, has gone to 20 universities and that 800 colleges and universities have not received a dollar from foundations.⁵³ Most of these gifts, proceeding on the Biblical principle "to him that hath shall be given," have gone to make already strong,

COLLEGE AND UNIVERSITY LIBRARIES

well-established institutions stronger and better. So pronounced has this policy been that Mr. Hollis quotes one university president as saying, "To secure a gift from a foundation you have to demonstrate that you do not need it."

In spite of the concentration of foundation giving on relatively few institutions it cannot be denied that foundation activities and policies, as related to libraries, have been generally enlightened, well thought out, and in their results, of great benefit to libraries everywhere. This has been in part due to the fact that more and more foundation grants have been made to learned societies and professional organizations, or in support of projects advanced by such bodies. A good deal of this giving has been on a matching basis and has gone to projects or enterprises likely to become self-supporting. Foundations, faced with multitudes of requests, including many "crack-pot" schemes, have carefully and wisely selected for support intelligently planned enterprises and projects, supported by reliable organizations and institutions and likely to be of real social value. Usually this selective process has been in accordance with a definite policy for developing library facilities. Included in this policy has been attention to areas of greatest need nationally, with particular emphasis on the educationally less favored states of the South. Once a project is chosen it has been general foundation policy, contrary to that of many individual donors, to leave expenditure and administration of the grant, wherever located and of whatever nature, completely in the hands of the sponsors.

All this imposes on the librarians of individual institutions and on professional library organizations the necessity of giving especially careful thought and preparation to those activities for which foundation support is sought. The more intelligently conceived and carefully prepared and documented our requests for foundation aid for individual libraries or group projects are the more likely are they to be deemed worthy of support. The record of librarians and library organizations are, on the whole, good in this important matter. The Association of College and Reference Libraries, profiting by the experience of our older learned bodies, and perhaps joining hands with them, should in the postwar period find opportunity for special usefulness in developing and bringing before the foundations and private individuals well-conceived plans and projects designed to stimulate and enrich college libraries and librarianship and promote beneficial growth and development in the learned world in general.

CARNEGIE CORPORATION GIFTS

In its interest in libraries and librarianship the Carnegie Corporation

PHILANTHROPY AND COLLEGE LIBRARIES

looms head and shoulders above all other foundations. It is not too much to say that the enlightened giving for library purposes by this corporation has been a vital factor in helping American librarianship achieve a position of world leadership.

The library benefactions of the Corporation are sharply contrasted with those of Mr. Carnegie personally. Whereas he personally gave \$4,000,000 for college library buildings, the Corporation from 1911 to 1936 gave only \$639,146 for this purpose.⁵⁴ While the gifts of library buildings have been of great aid to colleges in all parts of the country, the emphasis which the Corporation has placed on "library interests" rather than buildings has been sound and definitely of greater benefit to the learned world at large than continued development of the physical library plant of individual colleges. The "library interests" which the Corporation has so successfully developed are stated in its 1943 report to be: "library extension, development of undergraduate libraries, support of library schools, and stabilization of the American Library Association."⁵⁵

The execution of this program has brought aid to a large number of colleges and university libraries in all parts of the United States and the British Dominions. The extent to which it has been carried out is clearly shown by the gifts of the Corporation during the years 1911-36. In this period it expended \$120,590 for research in library problems, \$495,000 for general library endowment, \$600,000 for endowment of head college librarianships, and \$1,554,750 for improvement of library facilities, chiefly book collections. College and university libraries also benefited from fellowships amounting to \$96,000, grants-in-aid of \$10,000, \$4,000,000 distributed through professional organizations, principally the American Library Association; and \$6,000,000 assistance to library schools.⁵⁶ The extensive support and promotion of professional library education indicated by these figures has had a tremendously vitalizing effect on librarianship in all fields.

In 1939-40, as further indication of giving by the Corporation, \$374,520 was appropriated for "library interests". \$17,000 to the American Library Association for studies and publications; \$15,000 to library schools; \$194,720 for library service development, including support of services rendered by the Library of Congress, development of book collections at special institutions; \$63,800 for "library development in West Africa"; and \$84,000 for a bibliographical center and union catalog, cooperative library storage survey, and grants-in-aid to Australian and Negro students for library training.⁵⁷

One of the "three major educational studies . . . carried on directly

COLLEGE AND UNIVERSITY LIBRARIES

by the Corporation" has been the "Study of Academic Libraries in Relation to their Development through Purchase of Books for General Undergraduate Reading."⁵⁸ Several exploratory grants were made during 1925-29, but the program officially began in 1929 and was completed in 1943. The following table enumerates the number and types of institutions aided, and the total sum distributed.

TABLE 9

CARNEGIE CORPORATION GRANTS TO COLLEGE LIBRARIES, 1929-43

<i>Type of Institution</i>	<i>Number Receiving Grants</i>	<i>Amount of Grant</i>
4-year liberal arts colleges	84	\$1,011,000
Colleges in the Near East	10	50,000
Endowment of librarianship in liberal arts colleges	4	600,000
Colleges in Canada and Newfoundland	32	213,300
Junior colleges	92	300,000
Total, 1929-38	222	\$2,174,300
Teachers' colleges	31	\$ 198,000
Colleges for Negroes	28	100,000
State colleges	10	90,000
Technological colleges	11	55,800
Total, 1938-43	80	\$ 443,800
Total, 1929-43	302	\$2,618,100

W. W. Bishop, in summarizing the results of this program, emphasizes the following achievements: the formulation of qualitative standards of college library service, recognition of the functions and importance of the library by administrators; stimulation of studies and publications about the college library, improved book collections not only in the colleges assisted but also in those to whom grants were refused, and a growing appreciation of the position of the librarian in the college.⁵⁹

Of particular interest in the execution of this program is the fact that the advisory group charged with the responsibility of recommending libraries for book grants decided, after careful consideration, not to recommend grants to the separate land-grant colleges. In these colleges the investigators for the Corporation found no lack of money to support other

PHILANTHROPY AND COLLEGE LIBRARIES

activities, but they decidedly did not find a financial support of the library comparable to that of colleges and universities generally. Only an average of 1.6 per cent of the total institutional budget in these colleges was found to be allocated to the library, as compared with 9.3 per cent in the arts colleges and 7.7 per cent in the Negro colleges.

This and other evidence of lack of support of the library in these colleges led advisers of the Corporation to the conclusion that grants-in-aid would not remedy the situation. In his report on the phase of the program covering the years 1938-43 Thomas R. Barcus has this to say about this matter:

It would seem that in most cases the fault lies primarily with a faculty and an administration that have little interest in libraries. Rarely does one find that there is an aroused interest but a lack of funds to implement it. To discover measures that will be effective in establishing the idea that the library is actually an important part of the institution and should be supported as such will require the best thought and effort of librarians, "library-minded" college administrators, association executives, and all those concerned over a badly neglected situation.⁶⁰

In view of this situation, which also came under critical study and analysis in the 1928 survey of land-grant colleges and which has shown little improvement, it seems that a major postwar objective of the libraries of these colleges should be to bring their support and development up until they more nearly approach the standards of college and university libraries generally. Perhaps some joint action of the group, supported by the Association of College and Reference Libraries, might be effective.

The whole fifteen-year program of Corporation book grants to colleges, carefully worked out and competently administered as it has been, has certainly injected new vitality into college libraries throughout the length and breadth of the land. It has had influence and provided stimulus and thought to the building of the book collection which has permeated the entire college library field. It well merits Mr. Barcus' conclusion that it "has been one of the most important events in the history of American college libraries and its beneficial effects will continue to be felt for years."⁶¹

THE ROCKEFELLER BENEFACTIONS

Second only to the Carnegie gifts in the library field are the benefactions from Rockefeller funds, the Rockefeller Foundation, the General Education Board and substantial gifts by John D. Rockefeller, Jr. personally. These various gifts have included important and significant grants for li-

COLLEGE AND UNIVERSITY LIBRARIES

brary buildings, professional library training, library tools and publications, and general improvement of library service.

The annual report of the Rockefeller Foundation for 1939 expresses the Foundation interest in libraries as follows.

Aid to libraries and library projects has always been an important part of the Foundation's program in the humanities. Prior to 1933, by grants to internationally important European institutions, the Foundation sought to improve the technique of libraries in Great Britain, France, and Germany . . .

Since 1933 Foundation aid in this type of work has included the training of men for library administration, not only in Europe, but in South America and in China and Japan.⁶²

The Foundation has contributed funds for a number of important projects of international influence: purchase of books in English for certain European popular libraries, support of the American Library in Paris and the National Central Library in London; assistance in the development of university libraries and library schools in Central and South America, underwriting of the project for copying and recording on microfilm the historical, literary and architectural treasure in English libraries, fellowships for studies in library administration; purchase of books and journals for graduate teaching; for libraries at military stations and general hospitals; contributions to the Library of Congress for development as a national research center, and similar programs.⁶³ In 1943, the Foundation consulted "American specialists in Slavic languages, literature, history, and political science to consider the steps that might be taken toward the development in the United States of a better understanding of the Slavic world in general, and of the Soviet Union in particular . . . To begin with, a survey of printed materials in American libraries was indicated, as a means of remedying existing deficiencies . . ."⁶⁴

Many of the appropriations in the field of the humanities made by the Rockefeller Foundation and the General Education Board have been indirectly beneficial to libraries. Grants in this field have frequently been for scholarly publications such as the *Dictionary of American Biography* and the survey and development of valuable research collections of books and other materials.⁶⁵

Indirectly, also, college and university libraries have benefited through the \$200,000,000 added to the permanent endowment of institutions of higher education through the conditional \$60,000,000 appropriated, 1902-1925, by the General Education Board, for stabilizing the finances of such institutions. The phenomenal increase in enrollment, however, created a

PHILANTHROPY AND COLLEGE LIBRARIES

problem too large for the Board to handle and it discontinued this program.⁶⁶ However, as E. V. Hollis has said, "The General Education Board was but the pioneer and the pace-setter among the small group of foundations which more or less consistently sought to influence the development of colleges and universities through conditional grants to endowment."⁶⁷

In 1924, the Board was interested in "three major fields: college education, public education (mainly in the South) and Negro education. In the field of college education, the Board until recently has continued to cooperate in carrying out promising plans for the improvement of the quality of undergraduate work through changes in curriculum and in methods of teaching and administration. But during the last years (1929-33) grants in this field have been for the most part to ensure the continuation of projects in jeopardy because of loss of support."⁶⁸ A decade later the fields emphasized had changed to improvement of general education, research in child development, and development of and research in the educational needs of the South for both white and Negro populations.⁶⁹

In conformity with one of its major objectives, improving the quality of higher education in the South, the Board has appropriated funds for the training of faculty and administrative staff, the strengthening of library collections, and the improvement of library services. Contrary to the situation found by the Carnegie Corporation advisers in the separate land-grant colleges, Southern educators seemed to be fully aware of the inadequacies of the library resources of their institutions, and the library in many instances was found to be the most accessible point of attack on the general problem.⁷⁰ Aid to libraries has been of various kinds and for various purposes. conditional grants for buildings and equipment; fellowships and grants to library schools for training of library personnel, surveys of library resources, establishment of union catalogs; funds for improvement of book collections and general library services.

The present interests of the Board, in its program of assistance to white and Negro educational institutions and agencies in the South are clearly stated in the 1939 report:

- I. The fuller development of the economic and social resources of the South by means of educational and research contributions, especially in the fields of the social and natural sciences.
- II The development of selected college and university centers, with particular attention to improvement of personnel, of library services, and of collaboration among institutions favorably located for cooperation in meeting regional needs.
- III Undertakings in elementary and secondary education, chiefly in cooper-

COLLEGE AND UNIVERSITY LIBRARIES

ation with state departments of education, teacher education institutions, and agencies engaged in studies or experiments of region-wide import.⁷¹

Furtherance of its program in all three fields has necessitated grants for improving library facilities

The grants of the General Education Board have been most influential in stimulating the development of library facilities as a part of the general program for furthering the educational facilities in the South, both for the white and for the Negro populations, and in securing consolidation of institutions and concentration of educational resources in a relatively few major centers of regional importance

Another foundation active in the South is the Rosenwald Foundation, which has spent approximately \$786,685 on improvement of library services. Interested primarily in the betterment of race relations and the improvement of the status of the Negro in the South, the fund "is interested in libraries as an active part of the educational facilities of schools and teachers colleges . . ."⁷²

SOME SUGGESTIONS FOR THE FUTURE

This rapid survey of the gifts of philanthropical foundations for library purposes indicates that our college libraries, as they face the difficult years ahead, are much stronger in every way, physical plants, book resources, personnel, and professional organizations, than could possibly have been true without foundation aid. Particularly have libraries generally benefited by the aid which library schools and professional and learned associations have received. While aid to individual libraries or groups of libraries is definitely desirable and should be encouraged, it is to be hoped that, even more than has been true in the past, foundation giving will be directed toward enterprises of general benefit to college libraries everywhere. Our library associations and learned bodies have a real opportunity here for suggestion and leadership, on an integrated national basis, taking into consideration library needs in all fields and in all sections of the country.

If, as seems possible, and certainly desirable, college librarianship in the postwar years will be characterized by efforts to make the resources of our libraries as useful as possible, much as the period after the first World War was characterized by emphasis on accumulating these resources, then there should be room for highly fruitful foundation activity in promoting such development. To attain maximum usefulness of the resources in our libraries the immediate clientele of each college library will need to

PHILANTHROPY AND COLLEGE LIBRARIES

understand much better how to make effective use of the facilities of the library. For maximum usefulness cooperation among libraries regionally or nationally will be essential on a scale not yet approached.

This suggests a new series of foundation programs in support of library interests which could have highly beneficial effects. Included in these could be the problem of instruction of the undergraduate in the use of the library, now one of the most neglected of all library responsibilities. Promotion of regional cooperation and support of bibliographic centers, to the end that each distinctive region of the country shall be served by such a cooperative agency with all heading up in a national center, could bring highly significant results. Incorporated in such a program could be support of the cooperative acquisition of research materials on a national basis, now being sponsored by the Association of Research Libraries.

A vast, extremely complicated and costly project, from which the entire learned world would profit directly, would be promotion of the systematic indexing, on a carefully planned basis, of periodical literature in all fields. Such a project would necessarily give attention to the costly duplication now prevalent in much indexing and the large area of literature still not covered at all. Cataloging, too, at the basic root of all good librarianship, and steadily and unavoidably becoming more complex and costly, will continue to need aid and support beyond that given by the individual library.

RECOMMENDATIONS

1. *That the Association of College and Reference Libraries, in cooperation with the A.L.A. and other learned Associations, undertake a systematic and continuing study of individual gifts and foundation benefactions to college libraries and opportunities for such gifts in order that it may be fully aware of trends and be ready, at the opportune moment, to put forward carefully planned programs conceived on a national basis for the fruitful utilization of such gifts.*

2. *That in the immediate postwar period plans be formulated seeking philanthropical support for national and international library cooperation in the building and the use of library resources as well as for solution of the problems of systematic indexing of periodical literature and book cataloging.*

3. *That all college librarians solicit and promote the interest and good will of alumni and other individuals through the organization of Friends of the Library or similar groups and that the Association of College and Reference Libraries formulate a definite program to assist and encourage them in these activities.*

CHARACTERISTICS AND EDUCATION OF PERSONNEL

THE 1321 libraries reporting to the U. S. Office of Education in 1939-40 were manned by 4716 persons classed as professional librarians. An analysis by type of position and the library school backgrounds of 3704 of these librarians, employed in the 826 libraries submitting classifiable personnel data to the Office of Education, is presented in Table 10. In all

TABLE 10

PROFESSIONAL LIBRARY EDUCATION OF THE PERSONNEL IN 826 HIGHER EDUCATIONAL LIBRARIES

		<i>A</i>		<i>B</i>		<i>C</i>		<i>D</i>		<i>E</i>	
		<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
Chief Librarians	807	252	31	382	47	32	4	70	8	71	8
Assistant Librarians	319	48	15	180	56	17	5	39	12	35	10
Department Heads	495	98	19	322	65	12	2	22	4	41	8
Catalogers	547	66	12	413	75	13	2	25	4	30	5
Circulation Assistants	241	25	10	165	69	6	2	20	8	25	10
Reserve Book Assistants	68	5	7	39	57	4	5	3	4	17	25
Acquisition Assistants	134	22	16	92	69	2	1	5	3	13	9
Reference Assistants	180	23	12	131	72	4	2	8	4	14	8
Other Professional Assistants	569	63	11	359	63	15	2	55	9	77	13
Subprofessional Assistants	173	1		12	7	4	2	59	34	97	56
Clerical Assistants	171	5	3	26	15	3	1	28	16	109	63
Totals	3704	608	16	2121	57	112	3	334	9	529	14

A More than one full year in Library School accredited by A L A

B One full year in Library School accredited by A L A

C One year in Library School accredited only by a state or regional agency

D Part of preparation in B or C

E Less than one year, in summer sessions or training classes

probability this group, containing over three fourths of all professional college librarians, is fairly representative of the entire professional group

CHARACTERISTICS AND EDUCATION OF PERSONNEL

in spite of the fact that there are among the 1321 libraries 33 in which no member of the staff has had any professional library education whatsoever.

Sixteen per cent of the professional personnel of the reporting group have had two or more years of instruction in a library school accredited by the A.L.A. and 57 per cent have had one full year of instruction in such schools. These two classes when added together account for about three fourths of the group. Fourteen per cent, almost as many as have had the two years, have had only summer session, training class, or short course preparation.

It seems clear from the Table that persons with two years of professional education tend to advance to the more important positions, since 31 per cent of all chief librarians and 19 per cent of all department heads have had this much preparation, as compared with 16 per cent for the entire group. With 807 head librarians out of a possible 826 shown as having had some kind of professional education, the Table quite definitely refutes the recent assertion of W. S. Hoole that educators have recruited their librarians *largely* from the classroom rather than from trained librarians.⁷²

At least a year of A.L.A. accredited preparation seems to be considered most important for Catalogers, with 87 per cent of their number having had such preparation, followed by the Acquisition Librarians with 85 per cent and the Department Heads and Reference Librarians with 84 per cent. A considerable number of the librarians with professional education in some degree, a few even with advanced education, have strangely not achieved positions beyond the clerical and subprofessional level.

The Table indicates that college library personnel is pretty well professionalized throughout the important positions although the degree of preparation leaves much to be desired in all positions. We should not be content, in the postwar period, to have practically as many of our number with only partial, summer or short-course preparation as with two years or more of preparation. As a long-term trend the percentage of people with two or more years of professional education should more nearly approach the present percentage with one-year accredited preparation, with the minority of our number found in the one-year group, and very few at all with less than this amount of preparation.

That librarianship is predominantly a feminine profession is of course recognized everywhere. A recent statement places the predominance of women in the library field at 89.5 per cent as compared with 85.4 per cent in the teaching profession. Only nursing, with 97.9 per cent of its practitioners women, exceeds librarianship in degree of feminization. As compared with these chiefly feminine occupations, 43.9 per cent of the workers

COLLEGE AND UNIVERSITY LIBRARIES

in all professions combined are women.⁷⁴ While librarianship lends itself to work by women and will probably remain largely feminized, all members of the profession, men and women, will agree that a better balance of the sexes is highly desirable. In the college library field, at least, we should take steps in the postwar years to recruit high caliber young people of both sexes with special emphasis on young men of promise and ability.

A recent study of postwar library personnel needs by the A.L.A. estimates that 18,000 library school graduates will be needed in the first half-dozen postwar years. This study, on the basis of findings of the National Resources Board, estimates that junior college enrollments will expand 130 per cent and senior college enrollments by 25 per cent in the years after the war. In expectation of instructional and curriculum change and research expansion it foresees a need for at least 1500 additional librarians in the higher educational institutions in the immediate postwar years.⁷⁵

If this large number of superior young people (and we should accept no other kind) are to be found, sustained attention will need to be given to presenting at the proper times and to the right people the attractions of college librarianship as a career. There is a place here for a positive recruiting program by the Association of College and Reference Libraries, co-operating with the Library Schools. A statement, or series of recruiting statements, well written and attractively illustrated and printed, could be useful in such a program, as could articles in nonlibrary periodicals.

It is suggested that, in the interest of attracting good people, librarians in the coming years generally abandon, to considerable degree at least, the self-criticism and deprecation that has characterized many of their considerations of themselves. It is without question true, as has been often asserted, that the great majority of American librarians are sober, serious, quiet folk. It is equally true that as a class librarians are courteous, polite, well-informed, intelligent, well-read, capable and eager to serve. Their composite record of achievement, which has raised American librarianship to a position of world leadership, gives much cause for pride and not too much deprecation. By taking the emphasis off the negative criticism of the librarian as a person and librarianship as a profession and placing it, as we are justified in doing in the light of achievements, on the positive side, we will be in a much better position to attract strong young people.

PROFESSIONAL EDUCATION FOR LIBRARIANSHIP

It is of utmost importance, once a young person has decided on librarian-

CHARACTERISTICS AND EDUCATION OF PERSONNEL

ship as his life work, that he be provided with the best possible professional education. Because this matter is so important, considerable space is here given to the history and background of library instruction. In doing so, extensive reference is made to C. C. Williamson's *Training for Library Service*, published in 1923, which is increasingly recognized as a milestone in the progress of education for librarianship, and Metcalf, Russell and Osborn's *The Program of Instruction in Library Schools*, published just twenty years later, as a part of a survey of the University of Illinois library school.

Professional training in librarianship is of relatively recent origin. While apprenticeship and staff-training agencies have been maintained for scores of years in individual libraries, and still serve a noteworthy purpose, it was not until 1887 that the first real library school was founded by Melvil Dewey at Columbia University. Two years later this school moved with Mr. Dewey to the New York State Library at Albany.⁷⁶ Between this period and the writing of the Williamson report, fourteen more schools came into existence. Williamson states that thirteen of the fifteen were considered approved or accredited professional schools in the eyes of the Association of American Library Schools. Today there are thirty-four accredited schools, of which thirty-two are in the United States and two in Canada.⁷⁷ During the twenty-year interval between the Williamson report and the Illinois Survey, five of the original thirteen accredited schools went out of existence along with two others.⁷⁸

In addition to the accredited schools there are some which for various reasons have not been accredited by the Board of Education for Librarianship. There are numerous summer library courses offered at different types of institutions; elementary and teacher-librarian courses provided by normal schools and teachers' colleges, as well as correspondence and extension courses which may or may not be carried on by universities where regular library schools are maintained. Training and apprentice classes are still continued at many public libraries, such as the Enoch Pratt Library, in Baltimore, Maryland. These might be termed preprofessional training agencies.

The classification of the accredited library schools, as well as the formulation of standards for other types of training agencies, constitutes the major part of the work of the Board of Education for Librarianship, created in 1924 by the American Library Association. Professional membership on this Board is limited to five, who serve for five-year terms. The secretary of the Board is, however, the chief of the Department of Library Education and Personnel of the A.L.A. Headquarters Staff.⁷⁹

The Board of Education for Librarianship, during the twenty-one years of its existence, has sponsored the publication of material dealing with dif-

COLLEGE AND UNIVERSITY LIBRARIES

ferent phases of library education. Not the least important of these was the study prepared by Helen F. Pierce under the direction of the Graduate Library School in Chicago.⁸⁰ This deals with graduate study in librarianship, following the first professional degree, and offers a statistical approach to the subject, showing the picture as it was prior to 1941. In many respects the conclusions presented by Pierce hold true today.

Since 1926, when the first library school began to grant a graduate degree, there have been five schools accredited for such training. These are located respectively at the universities of California, Chicago, Columbia, Illinois and Michigan.⁸¹ The organization of the Chicago School in 1927 for library instruction at the doctorate level has been an event of outstanding importance in our emerging profession.

ADMISSION REQUIREMENTS OF LIBRARY SCHOOLS

The Williamson report gave impetus to the requirement of at least a bachelor's degree for admission to the first-year course in library science. There are, however, among the list of accredited schools still twelve which do not require this degree.⁸² Most of these, like the Simmons College School of Library Science, demand of applicants the completion of "a minimum equivalent of three full years of study in liberal arts and sciences in an approved college."⁸³ The Graduate Library School of the University of Chicago, accredited for graduate study only, now admits students "when they have completed the requirements of the College of the University of Chicago, or have completed satisfactorily two years of college work at accredited institutions."⁸⁴ Students admitted to the school after two years of college work must complete three years of additional study. The first two of these are devoted to study in specified subject areas and the third year to concentration in library science and related subjects. All courses taken during the three-year period must be approved by the faculty of the Graduate Library School. This complete direction of the student's education for a three-year period enables the School to correlate and improve his preparation for library service much more effectively than can be done in a single year of graduate work following the senior year.

LIBRARY SCHOOL DEGREES

The completion of the first full year of library science usually leads to a degree. The twelve accredited schools that do not require any sort of degree for entrance devote the fourth year to professional training, at the end of which the candidate receives either a B.S. or a B.A. degree. When

CHARACTERISTICS AND EDUCATION OF PERSONNEL

a bachelor's degree is required for entrance to a library school, the professional degree awarded is apt to be the B.S. in L.S. A few institutions, like Michigan, confer a Bachelor of Arts in Library Science instead.⁸⁵ The B.L.S., sponsored at an early date by the Association of American Library Schools, seems to have lost favor,⁸⁶ though some schools, such as Chicago, grant it at the end of a one-year professional course.⁸⁷ It should be emphasized that the B.S. or B.A. when so awarded is not just another bachelor's degree, but is in every sense a professional degree, similar to the C.E., the Ll B., and the B.D., which require considerable study beyond the senior year. As such it should command recognition and remuneration beyond the first bachelor's degree.

The master's degree, when awarded for advanced graduate study is usually the M.A. or M.A. in L.S. Chicago stands alone in granting the Ph.D. specifically in library science. Even there, and very likely this is fortunate, examinations must be passed, in addition to those covering library science, in some subject field other than librarianship.⁸⁸

Certain other institutions, besides the five that regularly offer courses leading to a graduate degree, allow students who have completed the first year of library training to apply additional library course credits toward the master's degree in some other department. These extra library science courses may constitute, as at Peabody⁸⁹ and Denver,⁹⁰ a major or a minor in the program for the master's degree. The library school itself does not in such cases grant the degree.

At Columbia, Michigan and Illinois and perhaps elsewhere, it is possible to obtain credit toward the Ph.D. degree for advanced courses taken in the Library School. The doctor's degree, however, is not granted by the school at any of these institutions.

SPECIAL TRAINING OFFERED FOR COLLEGE AND UNIVERSITY LIBRARIANSHIP

During the first year of professional training the majority of the schools quite naturally place emphasis on providing the student with a knowledge of library practices and techniques. Most schools now stress theory more than they used to, but there is still a tendency to lean toward the practical side of library work. Aside from the few accredited schools which train primarily school- and teacher-librarians (and these tend constantly to become less in number) the general aim in the first year is to train for work in any type of library.

Sometimes the second semester, as at Columbia, offers a chance for one elective course in college libraries, which is to be taken together with

COLLEGE AND UNIVERSITY LIBRARIES

a group of other courses considered helpful for the future college librarian. Other schools, such as Michigan, fail to break down the first year curriculum into sets of courses that offer special training for any particular type of library. Syracuse offers a single course in its second semester, "Library Service in Higher Education," for the prospective college librarian.⁹¹

All the accredited schools offering a second year of professional training do make provision for specialized courses in college and university work and furnish opportunity for students to integrate their theses with such courses.

SUPPLY OF AND DEMAND FOR COLLEGE LIBRARIANS

Up to the present, in spite of the placement services of individual schools, plus a few professional agencies, the laws of supply and demand for college librarians have not coincided too exactly. There are several reasons for this. One of them, the fact that some schools fail to offer specialized training in college work as part of the first-year curriculum, has already been touched upon. To counteract this is the realization by many librarians that in some divisions of a library, such as the Catalog Department, a good grasp of technical theory seems more important than whether a candidate has or has not followed a program designed especially for members of a college staff. Again, the student who has had a chance to specialize in college work too often finds his only or best chance of a position to be in a public library, or the case may be the other way around and the public library major may go to a college library. Then, some university libraries look for all sorts of unusual backgrounds in people to fill their openings and never seem to locate suitable prospects, in other instances candidates with outstanding foreign language equipment or knowledge of a subject field find themselves relegated to positions where they have little opportunity to draw on their specialties.

These remarks apply to the situation as it appears in the case of students who have completed merely a year's course in library training. Perhaps the same difficulties can be observed where advanced students are concerned.

Miss Pierce remarks that "since 1926 one out of every three graduate students in librarianship has come from a college or university library."⁹² This remark is no doubt still relatively true. Among the 389 graduate students whose future employment she followed, 212 or 54 per cent, took positions in college, university, state college, teachers' college or junior college libraries. If one adds to this the fact that 31 graduates, or 8 per cent, became employed as instructors or directors in library schools, the

CHARACTERISTICS AND EDUCATION OF PERSONNEL

total number of the 389 that entered positions in institutions of higher learning reaches 243 or 62 per cent.⁹³ The majority of people coming from college and university libraries return to library positions in similar types of institutions. This indicates that most of the graduate students coming from college libraries are satisfied with that kind of work and want to return to a similar type of institution. Undoubtedly, part of the reason for this situation lies in the fact that students taking advanced instruction are more experienced and mature than the graduates of the first-year courses. Notable too is Miss Pierce's statement that 42 per cent of the advanced students returned to the same library after additional study. Doubtless many of these people had to go back because of having been granted leave of absence for study; some others failed to secure better positions than they left; and very likely a good percentage returned to better jobs in the same institution.

There does not seem to be much evidence of dissatisfaction of libraries with students who have pursued advanced courses. That such instruction is financially a good investment is clearly indicated by Miss Pierce's statement that "salaries following graduate study average 25 per cent higher for women and 40 per cent higher for men than those received by the same persons prior to graduate work."⁹⁴

In most schools there is definite provision for a placement bureau. Often the associate dean or director has charge of this. Various sorts of records are maintained to cover the alumni of the different classes. Usually such indexes include many of the types of records suggested as necessary by Metcalf, Russell and Osborn in *The Program of Instruction in Library Schools* as follows:

1. An alphabetical file of applicants, students and alumni
2. A correspondence file in connection with placement recommendations
3. An index to positions held currently, arranged by type of position.
4. Indexes showing special subject knowledge, etc.
5. A want list, by type of position, representing alumni who actively desire a change in position or who are unemployed
6. A geographical index of alumni.⁹⁵

Usually the faculty members of the schools are consulted about prospective names for special positions, difficult personalities, and many of the points that the head of the placement bureau may be doubtful about. A file of faculty comments about each student is often maintained to facilitate this procedure. This is particularly true of the older and larger schools, where the teachers are much more likely to have closer contact with individual students than are the members of the administrative staff.

COLLEGE AND UNIVERSITY LIBRARIES

Metcalf, Russell and Osborn think that college libraries are in a strategic position to recommend students for professional study because they can watch undergraduates at work for several years and judge of their caliber.⁹⁶ This is undoubtedly true of the ordinary undergraduate who makes much use of the library. It would seem even more so in the case of student assistants who have been tried out on something more important than such routine jobs as shelving books. Aside from this contribution from college librarians, the authors of *Program of Instruction in Library Schools* believe that recruiting for the profession has been somewhat accidental. They observe that since the schools have had little trouble in obtaining plenty of students in the past, no organized publicity has been attempted to attract first-rate young people to the profession.

RECRUITING FOR LIBRARIANSHIP

Times change quickly, and the war has depleted the schools all over the country. Many of the schools have therefore sent faculty or personnel representatives out to recruit in colleges within the state, or even further afield. These people have sometimes given lectures on library work; more often they have met with small groups of students that have been especially selected by the college employment bureaus. A number of schools have issued attractive folders pointing out the advantages and opportunities of librarianship as a profession. The A. L. A. and various state associations have also been active in introducing librarianship to young people in colleges and universities. Perhaps it is partly as a result of these efforts and partly because of the expectancy of an early and successful conclusion of the war that there seems to be again a definite trend toward increased library school enrollments.

Much can be done by college librarians to supplement the work of the library schools. Personal interviews with prospective candidates for entrance to the schools are most important. A coordinated effort should be made by the schools and by librarians to eliminate unsatisfactory material in these initial stages. Also, college librarians hiring the inexperienced product of a first-year course have a real responsibility to the new recruit. As Ralph Munn has said "That many promising young people coming from library schools full of initiative and enthusiasm are not given a chance to bring out their qualities of leadership is the fault of the libraries and not of the library schools. The first three months on the job are more important than the library school."⁹⁷

Very likely there will be in the future many more openings in college libraries for especially equipped people. Subject specialty on the part

CHARACTERISTICS AND EDUCATION OF PERSONNEL

of staff members has seldom been put to its greatest use, nor has unusual language equipment. In many instances the college librarian with a background of graduate work in a subject field has never realized all the opportunities open to him. Granted that he has had at least a first year of library training, he has an almost unlimited chance for cooperation with the faculty and for working with them in a special bibliographical or editorial capacity. Subject sections of college libraries, manned by specialists, will be increasingly prevalent in the postwar college library.

Salaries, up to the present, have not been comparable with other professions and few staff members outside of the librarian himself can be said to be earning a salary commensurate with their training and ability. During the war, however, many libraries have been forced to raise salaries in order to keep employees. Every effort should be made to retain these gains.

With the successful conclusion of the war, many men and women from the various services will perhaps turn to library work for the first time. Many of these people will want to enroll in the library schools at once. Others will go back to their old positions and will soon find the need for further study. A large number may want a "refresher course" before returning. Some may find that a new position in the old college library will be open to them if they can take professional training for it.

The above remarks cover some of the situations to be met in regard to the return of healthy people. Some applicants for entrance to library schools, perhaps a large number, will be people who have been either physically or mentally wounded. Obviously it will be the obligation of the profession and the schools to treat such persons with special tact and understanding and to admit those who can meet the high standards of professional librarianship.

CURRENT OPINIONS OF PROFESSIONAL LIBRARY EDUCATION

In its report on "Post-War Library Personnel," recently released in mimeographed form, the A L A. finds library education today in generally sound condition. It says that the library schools have subjected themselves to periodic self-analysis and evaluation and that much of their educational competence can probably be traced to this experimental and critical point of view. The report indicates that the existing programs of instruction meet the personnel needs of American libraries to a considerable extent. It finds a twenty-year trend toward an increase in the intellectual content of the library curriculum, with the principles of librarianship emphasized

more and more rather than techniques. It also finds that the schools have not hesitated to adopt new and progressive instructional methods and that they have given considerable care to the counseling and guidance of students.⁹⁸

College librarians have given their support and assistance to forwarding these trends, all of which indicate healthy growth and development. With continuing progress the time may not be far distant when the degrees granted for professional library study will be standardized with graduate degrees in other fields.

Not all librarians will agree with the evaluation of the schools as set forth above. Writing in the *ALA Bulletin* in 1937, J. H. Shera found the library schools breeders of mediocrity and submerged in a vocationalism that was bad for them and bad for the profession. He foresaw their disappearance as separately organized schools but their recrudescence as departments of library science within the main subject division of the university.⁹⁹

W. S. Hoole, in considering the librarian's education in the *American Scholar*, winter 1943-44, finds the library schools sadly lacking and operated by a closed corporation called the "teaching personnel." They do not, believes Hoole, know what to teach or how to teach it, are unclear about objectives, and fumbling in their methods. By looking down their noses at intellectual content they have all but immunized themselves against the only kind of education that would strengthen the foundation of the profession.¹⁰⁰ At least one of Mr. Hoole's sweeping assertions, as already noted, is completely refuted by Table 10 in this Chapter.

Citing Hoole's article as typical of "many caustic articles," Byron Soule, in the August 1944 issue of the *Journal of Chemical Education* says that the schools have turned a deaf ear to criticism and, firmly entrenched behind the card catalog, defy modernization. He predicts that if they do not soon bestir themselves they may disappear to be replaced by the apprenticeship system.¹⁰¹

TRENDS IN LIBRARY SCHOOL DEVELOPMENT

That the schools are and have been stirring is shown, among other things, by the various "Illinois Contributions to Librarianship" and particularly the Metcalf, Russell and Osborn study. Ernest J. Reece's thoughtful *Programs for Library Schools* also gives little evidence of emanating from a closed corporation or turning a deaf ear to criticism. Mr. Reece lists the responsibilities and duties of the schools under the following major points:

CHARACTERISTICS AND EDUCATION OF PERSONNEL

1. Give students all knowledge possible about materials and conditions relating to their studies.
2. Give them an understanding of the purposes of their calling
3. Put them in command of principles of organizing and conducting libraries.
4. Make clear that these principles will be the controlling factors in their work
5. Help them see Librarianship as an entity and as a part of the social mechanism
6. Make them so familiar with means and devices that they will employ them properly as needed.

Mr. Reece believes that the curriculum needs new content and greater emphasis on imparting knowledge. If this is secured it will aid in clarifying the institutional status of the schools and help solve the perennial question of whether first-year library school courses are graduate or not. A library school program fertile in content and unassailable in form will, he says, remove present ambiguities and merit graduate recognition ¹⁰²

While the schools may not satisfy some of our young men in a hurry, this Committee agrees that they are growing healthily and soundly and that they are making a sincere, and on the whole effective, effort to meet the needs of an emerging profession.

The need for continuing experimentation and development in library school instruction, as well as the difficulties of the problem, is emphasized by the two following statements made from widely differing points of view. The nonlibrarian educator, in the person of Samuel P. Capen, Chancellor of Buffalo University, says this

Perhaps a plausible case can be made for prescribing the curricula of schools of training for long established professions such as law or medicine. But to prescribe the course of training for new and evolving professions like librarianship and social work is tantamount to sabotage. Nobody knows what these professions are going to demand of their practitioners ten years hence. In fact, nobody can yet be sure how to prepare practitioners of these callings for the demands they must meet today. And for a very simple reason: there is no well organized and tested body of teaching materials in these fields. If these new professions are to win a secure place in the social order, if the schools that train for them are to rank in dignity and importance with the older agencies for professional education, then the schools should be given the utmost freedom for experimentation, the utmost encouragement in intellectual and pedagogical pioneering. You can't lift yourself by your own bootstraps if you haven't any straps ¹⁰³

Metcalf, Russell and Osborn, in *The Program of Instruction in Library*

COLLEGE AND UNIVERSITY LIBRARIES

Schools, expressing what may be considered the librarian's viewpoint, say this:

The lack of any adequate connection with a theoretical discipline to serve as its foundation is perhaps the greatest weakness of the library school program. . . . It is important to add that the lack of theoretical foundation for librarianship is not due to neglect in such matters, but rather to an inherent difficulty in the task. In point of fact, librarianship takes its theoretical foundation from more than one discipline; from sociology for its institutional characteristics, from education for its cultural values, and from philosophy for the general theory of learning and knowledge that must give direction and meaning to its work. Until its needed propaedeutic is worked out, library science, as a discipline, will be handicapped. Accordingly, it must be set down as a prime objective that the theoretical foundations of library science should be clarified and then worked into a course that will give meaning and purpose to the whole curriculum.¹⁰⁴

The twenty-year trend noted by the A.L.A. report cited above indicates that at least some progress has been made toward meeting the instructional needs of the profession emphasized by these statements. The young people now in training for librarianship are receiving, on the whole, better instruction than did those of us at present active in the field. The continuing careful study being given to the problem, in which college and university librarians are notably participating, is more and more providing the necessary "bootstraps" and making progress toward the "needed propaedeutic."

Of the many problems faced by college librarianship, none equals in importance the need of attracting strong young people into the profession and providing them with good basic instruction. Corollary to this it should be the sustained policy of each library, of individual librarians and of the A.C.R.L. to encourage the growth and development of younger members of the profession by giving them opportunity as time and occasion permit to undertake work of responsibility in their libraries and in the undertakings of the Association. They should also be encouraged and, as far as possible assisted, through scholarships, leaves of absence, and loans to secure advanced professional preparation which will improve their qualifications for responsible work. If this becomes a consciously followed policy of the entire profession, as it is hoped it will, the lack of persons well qualified to take over important positions, so much decried in recent years, will steadily be eliminated.

That there is need in the profession and in individual libraries for much greater concern over matters of personnel in general than is now the case is indicated by Robert Trent's recent survey of the personnel practices of twenty-three university libraries with large staffs. He concludes, on the

CHARACTERISTICS AND EDUCATION OF PERSONNEL

basis of data gathered, that libraries should examine their personnel practices carefully and he recommends that improved personnel procedures be incorporated into the postwar reconstruction of libraries.¹⁰⁵

One thing that could significantly vitalize college librarianship in its scholarly aspects would be the general extension of sabbatical leaves, on pay, to the college library staff. The sabbatical year on pay is fairly general for the teaching personnel of our higher institutions but is rarely extended to the library and if so, usually only to the chief librarian. Librarians of all ranks who in their everyday work have little time for serious thought and study could profit tremendously by such leaves.

Mark Van Doren in his *Liberal Education* has this to say about refreshment in one's specialty: "But there is further need of the pleasures peculiar to deep and original thought concerning what one does. A sabbatical might be the time when the rich and difficult books of one's calling could be thoroughly read. To think more after years of thinking less is being born again." Further he says, "Good thought, like courage, is contagious and will not stop short of the world's end."¹⁰⁶ General sabbaticals for college librarians would most certainly be productive of such thought about library matters.

RECOMMENDATIONS

1. *That librarians individually and collectively recognize recruiting strong people as the activity that more than any other one thing will promote professional progress, and that the A.C.R.L., in cooperation with the library schools and the Board of Education for Librarianship, work out a permanent program for attracting such people to college library work.*

2. *That the library schools amplify and strengthen their entrance and placement work and that they cooperate closely with the counseling and psychological testing service of the university in general, or, if such service is not provided, that they establish it within the school, employing a psychiatrist or psychologist to judge the needs and abilities of unadjusted individuals.*

3. *That the library schools continue and accelerate the trend toward introducing more intellectual content into the curriculum and toward experimentation and study of the type of instruction best suited to the needs of employing libraries, that in doing this they give special attention to the needs of college and university libraries, and that library school degrees be standardized at an early date with graduate degrees generally.*

4. *That each individual library give special attention to personnel matters, that special attention be given to the encouragement of younger staff*

COLLEGE AND UNIVERSITY LIBRARIES

members to make the most of their aptitudes and abilities, that a well-developed program of in-service training be worked out by each library, that additional library school scholarships be made available, and that a sustained effort be made to promote sabbatical leaves on pay for college and university librarians of all ranks.

5. That the library schools maintain their high admission standards, but that they make their entrance requirements as elastic as possible, with special care and thought to the qualifications and needs of returning military personnel.

6. That all college librarians keep closely in touch with developments in the education for librarianship, through securing the catalogs, circulars and other publications of the schools and that they assist in these developments by advising with the schools as to how their instruction and their graduates can best meet the needs of college and university libraries.

PROFESSIONAL ORGANIZATIONS

THE DISTINGUISHING mark of a profession, says the *Encyclopaedia of the Social Sciences*, is the "possession of an intellectual technique acquired by special training, which can be applied to some sphere of everyday life . . ." but before these techniques can be developed there is a longer or shorter period of preprofessional incubation. The Greek slave who worked out an orderly way of caring for his master's scrolls and making their contents available may have been a good librarian, but he had no professional standing. A profession is recognized as a vocation founded upon prolonged and specialized intellectual training which enables a particular service to be rendered. It is only under the stimulus of group consciousness that the practitioners associate together and become a profession in the full sense of the word.

This general evolutionary trend can be observed in all professions, since "all those attributes which characterize a profession are a natural, in fact an inevitable growth round the application of an intellectual technique to the ordinary business of life."¹⁰⁷

The evolution of a profession may be outlined thus

Preprofessional stages

- 1 A social need arises
- 2 Interested persons try to meet this need
- 3 These persons talk or write about their work among themselves and with others who are interested in this or similar work
- 4 These individuals find themselves set off from other groups because of the specific functions which they perform and the specific problems which they try to solve, and they are also drawn together because of these common interests. Because of these two forces, differentiation and specialization, a group consciousness develops
- 5 As the social need for the skill and knowledge of this differentiated-specialized group increases in amount and complexity, the group develops

COLLEGE AND UNIVERSITY LIBRARIES

an increasing need for a common basis for standardizing its skills and for adequate preparation among its members in order to meet these needs. This phase in its evolution takes the group from preprofessional to professional stages

Professional stages

1. An organization is formed as the most efficient means of exchanging ideas, discussing problems, formulating policies. It builds up its membership by being helpful to that membership in three ways. (a) increasing the members' functional effectiveness; (b) furthering the objectives of the profession, (c) helping members to better their social and economic status.
2. General meetings are held for the membership, bringing ideas, procedures, techniques into wider circulation, clarifying aims and objectives for the guidance of the profession and determining its relationship to its social milieu
3. A publication becomes necessary for the wider discussion and dissemination among the membership of the proceedings of the meetings; to give wider currency and permanent printed form to all matters which concern the profession. It becomes a "binder" of first importance in holding the membership together
4. Curricula are developed to give the special training necessary to those people who perform the special functions of the profession. The amount of specialized literature grows for and through those who are so trained
5. The organization sets up professional standards for the education of its members, the conditions under which its members shall work, and in accrediting practices, brings pressure to bear upon society to see that these standards are met. It brings its forces to bear upon the making of public policy in the fields which impinge upon its members and their institutions
6. As the parent organization grows, those members engaged in specialized phases of the profession tend to repeat the evolutionary phases outlined above. These further specialized groups may continue to have varying degrees of organic relationship with the parent organization, from informal discussion groups within the parent organization to completely autonomous organizations with no connections. The degree of separateness will depend upon the differentiation of and complexity in functions and techniques, and also in the tolerance of the parent organization toward change and its ability to develop cooperative techniques in preference to domination

This "organic evolution" of a profession has been closely followed in the field of American librarianship, through the preprofessional stages, particularly in evidence during the period 1850-75, the organization of the

PROFESSIONAL ORGANIZATIONS

A.L.A. in 1876 and the development in the years since then of a whole host of subsidiary or independent library associations. The State Libraries were the first group to feel that their needs were not met by the A.L.A. and to set up in 1889 their own association, affiliated with the A.L.A. Since that time five additional affiliated organizations have been organized; the American Association of Law Libraries in 1906, the Special Libraries Association in 1909, the Association of Research Libraries and the Music Library Association in 1931, and the Theatre Library Association in 1937. All these groups have a representative in the A.L.A. Council

Of the twelve library associations entirely independent of the A.L.A. the Medical Library Association, organized in 1898, is the oldest. It was followed by the Bibliographical Society of America in 1904, the American Library Institute in 1905, the Association of American Library Schools in 1915, the American Merchant Marine Library Association in 1921, the Catholic Library Association in 1936, the American Documentation Institute in 1937, the Progressive Librarians Council in 1939, the Bibliographical Society of Canada in 1942, and the Educational Film Library Association in 1943.

These numerous associations with very few exceptions cut across the interests of college and university libraries, and college librarians are without question represented in the memberships of nearly all of them. The six affiliated groups in 1943 had 4509 members and the independent associations 7203. These figures, added to the A L A membership of 14,546, make a total membership of 26,258 in library associations of national scope. Allowing for persons with memberships in several groups it seems probable that at least eighteen to twenty thousand of the some 32,000 professional librarians in the country belong to some national library association.

With so many associations active in the library field there is a definite danger of confusion, duplication of effort, and competition among them. In recognition of this danger the Council of National Library Associations was set up in 1942 for the purpose of considering the relationships between the several national library associations of the United States and Canada, to facilitate interchange of information among them and to work out plans for cooperation in activities. The A L A and four of its divisions have membership in this potentially important council, as do fourteen of the eighteen other library associations. It has a real opportunity for a significant contribution to the cause of librarianship.

In addition to the associations of national scope there are in the country 77 state, provincial and regional library associations, 14 state trustees associations, 16 state-wide citizens library organizations and 75 library clubs

and district associations. Altogether the *A.L.A. Handbook* for 1943 records 231 library associations or clubs.¹⁰⁸ The organizational beachhead which librarians established in the bibliothecal world in 1876 has indeed been developed mightily. The history of that development as exemplified by the parent American Library Association and the Association of College and Reference Libraries is here set forth in some detail in order that we may better understand "whither we are tending."

THE AMERICAN LIBRARY ASSOCIATION

The struggling college libraries of the early period of settlement and cultural achievement on the Atlantic seaboard are vividly sketched in *The Origins of the American College Library* by Louis Shores,¹⁰⁹ while the general library picture of 1849 can be deduced in part from the statistics and other factual data which Charles C. Jewett published in the Fourth Annual Report of the Smithsonian Institution in 1851.¹¹⁰ These two publications are guides to an understanding of the preprofessional stages of the library movement in America and the matrix out of which the American Library Association was born.

The Association's history is practically the history of the development of American libraries. The detailed writing of this history awaits some future and, it is hoped, gifted pen. For the present the following brief outline, taken in part from G. B. Utley's *Fifty Years of the American Library Association* will serve as a background.¹¹¹

In 1853 a convention was held in New York City, with 82 delegates present—a convention which it was hoped would be the forerunner of a permanent organization, but the times were not yet ripe and this hope did not materialize until the Philadelphia meeting of 1876 from which the "profession" may be said to date. The degree of professionalism, however, has been an evolving factor. The publication of the second great compilation of library statistics in 1876¹¹² is evidence that the library world was entering its professional stage. " . . . it is true," says Utley, "that that year marked the beginning of a new era in library development, and that not only the direction in which the new movement would develop was then and there defined to a considerable degree, but the *modus operandi* as well was largely determined."¹¹³

The Philadelphia Conference met a real need, for the growth of libraries and of the A.L.A. underwent a steady increase in number of members and in services performed. The early conferences and publications were largely confined to the discussion of techniques and practices, as would be inevitable at this stage of library evolution.

PROFESSIONAL ORGANIZATIONS

In 1887 the first library school began its work at Columbia University under Melvil Dewey and with the blessing of the American Library Association, although opinion was divided as to schools vs training classes

By 1889 special groups within the parent association began to feel that their special phases of work should have Conference time and that they should devote themselves in part to their specific problems. It is of particular interest that the College and Reference Section, which will be discussed in detail later, was the first group to be so formed. By 1920 there were eight sections. No more were organized until the extensive reorganization of the Association in 1940 when, under the new constitution, the sections were realigned into five major divisions and 18 round tables ¹¹⁴

Until 1909 the officers and committees performed the many duties of the Association's field work, correspondence, building up of the membership and editing the *Bulletin*. In that year a paid secretary, with headquarters at the Chicago Public Library, took over some of these duties, bringing a salutary continuity of service. That modest beginning has grown, due to increasing memberships and large philanthropical grants for the work of the Headquarters Staff, to the present large organization with permanent offices in Chicago. In spite of a paid personnel, however, much of the vital work of the Association is still carried on by committees, now more than seventy in number.

In 1917 the A L A, at the request of the War and Navy departments, undertook to provide reading material for the men in the armed services. This great challenge was met magnificently and the story is one of which the profession can be proud. The peak of the Library War Service was reached in 1919—"The largest library system ever operated."¹¹⁵ *Books in the War*, by T W Koch, emphasizing at the last the need of peacetime library extension, is the graphically told story of this service ¹¹⁶

THE ENLARGED A.L.A. PROGRAM

In 1919 the profession faced the problem, as it now faces it again, of turning from war services to those of peace. On the basis of the vastly increased services rendered during 1917-19 an enlarged program was envisioned by the Association. This was outlined by the Secretary as follows: field representatives to help in the establishment of state commissions and institutions, a free employment agency at Headquarters, assistance in Americanization programs, increased publicity; rural library development; vitalizing of all committee work by increased funds; greater statistical services at Headquarters ¹¹⁷

A special conference was called on January 1-3, 1920, in Chicago to

COLLEGE AND UNIVERSITY LIBRARIES

discuss this enlarged program and the raising of money to finance it. The Report of the Committee on Enlarged Program for American Library Service called for a budget of \$2,000,000 for a three-year-program, \$1,000,000 of which was to be permanent endowment for the A.L.A. This program was divided into three parts.

1. Extension of library service through existing library agencies, work with the foreign-born, adult self-education, books and work for the blind, institutional libraries, special libraries (in cooperation with the Special Libraries Association), European headquarters in Paris, and general publicity and information on libraries and library services.
2. Improvement of library methods and service, which included a survey of library service, professional publishing activities, certification and an employment bureau
3. Continuance of service not yet taken over by federal or other agencies, which included merchant marine, ex-service men, blind ex-service men, public health service hospitals, war work industries ¹¹⁸

The program met much opposition from conservative groups and John Cotton Dana resigned as a member of the committee on April 27, 1920, feeling that there were too many who were opposed to the Association's entering into broader fields ¹¹⁹ John Foster Carr, too, said that the campaign was failing deplorably for lack of backing, and that even a rival organization was talked of, stating that "the big fact is that we are on the verge of a spectacular failure and the disruption of the Association."¹²⁰ According to an editorial in the *Library Journal*, the original committee acted with too much haste, limited the fund-raising campaign too early, and was saddled with an endowment fund which was not a stimulant to giving ¹²¹ The campaign was closed officially November 30, 1920, and the funds collected were transferred to the A.L.A. treasury.¹²²

It was not until 1926 that the Carnegie Corporation of New York with a magnificent gift of \$4,000,000 made a really "enlarged program" possible. This benefaction, which is commented on extensively in Chapter VI on "Philanthropy," gave \$1,000,000 to endow a Graduate Library School; \$1,000,000 to provide an annual income which was to be used to aid other library schools; \$1,000,000 for general endowment of the A.L.A., to be used to promote the extension and development of library service. One million dollars was to be used in carrying on the general activities of the Association and in aiding library schools until the \$3,000,000 endowment, in cumulating grants, was completed ¹²³

Standards for the education of the members of the profession and standards for the libraries in which they practice have been an evolving

PROFESSIONAL ORGANIZATIONS

concept since the very early days of the Association. It published its first list of "accredited" schools in November 1926.¹²⁴ Standards for public, special, school, college and university libraries are in more or less continuous process of formation. Notable among these are the *Classification and Pay Plans for Libraries in Institutions of Higher Education*, a portion of which was published in 1943.¹²⁵ An especially important recent publication of this kind is *Post-War Standards for Public Libraries*.¹²⁶

The growth in membership since Mr. Utley wrote in 1926, taking four five-year periods, is as follows.

	1928	1933	1938	1943
Institutional members	1,249	1,459	1,737	1,994
Personal members	9,277	10,421	12,889	12,552
	<hr/>	<hr/>	<hr/>	<hr/>
Total	10,526	11,880	14,626	14,546

The 1943 drop in membership, of course, reflects the number of librarians who have left the profession to enter war work or other vocations whose wage scales have outdistanced library salaries under war conditions and the number of candidates who, for the same reasons, were not but normally would have been in library schools.

The 1940 census lists the total number of professional persons engaged in library work as 32,546. The discrepancy in the number of professional librarians and Association members perhaps indicates that the Association has not yet made itself indispensable to individual members and has not adequately publicized its very real services; or conversely it can mean that librarianship as a profession has not yet matured to the point where its practitioners quite universally feel the need of membership in a professional organization. While enrollment of approximately 50 per cent of the professional librarians in the country is far from a satisfactory record, the A.L.A. in this matter definitely surpasses other learned associations, such as the National Education Association and the American Association of University Professors, which enroll approximately 30 per cent of the persons eligible for membership.¹²⁷

Perhaps Munthe's criticism of the Association is pertinent here: "But probably the most serious weakness is the vagueness in the organization of the members, which is to say that the greater part of them are not organized at all."¹²⁸

THE ACTIVITIES COMMITTEES

John Cotton Dana felt that the Association was not in close touch with

the membership, especially with reference to the expenditures of the large funds it had received in 1926. He wrote a letter to the A.L.A., read at a meeting of the Council, December 30, 1927, in which he expressed his criticisms of these failures of the A.L.A. to give full reports of its work and remarked that "our complex and obfuscating constitution scatters responsibility. . . ." ¹²⁹

The Council appointed a special committee to consider this communication and along with immediately specific recommendations and replies to meet Mr. Dana's criticisms, it also recommended "a periodic scrutiny of Association activities within three years and not less frequently than every third year thereafter, by a committee to be appointed by the president; such scrutiny to include as complete consideration of the effectiveness and results of the various activities as is warranted and practicable, with a view of suggesting to the Council possible changes of policy." This report of May 29, 1928, was approved by the Council, and the Report of the First Activities Committee appears in the *A.L.A. Bulletin* for December 1930 ¹³⁰ It was made only after careful sampling of opinions in the membership and after making requests through the *Bulletin*, for opinions from anyone having them. Statistical, financial and administrative data were assembled, as well as personal opinions, for the "policies and trends of an Association are determined by both" ¹³¹ The era of Activities Committees, in many ways one of the most far-reaching and hopeful developments within the A.L.A., had begun.

The committee, in an excellent summary of the organization and activities of the Association, reported that in their opinion Headquarters Staff had vision, training and ability, but that friction had at times resulted from intolerance and self-sufficiency. It made a specific recommendation "that the College and Reference Section be asked by the Executive Board to draw up a definite plan for increasing the activities and publications of the A.L.A. in 'scholarly fields.'" ¹³² No recommendations for constitutional changes were made by this committee.

It did recommend three new activities for Headquarters: Department of School Libraries, Statistical Department and a Department for Children's Work. More attention, it believed, should be paid to the status of members of the profession—the leaders, it was said, had neglected this phase of the work of the Association. The report, democratically arrived at, was fair and progressive throughout.

At the end of the designated three-year period the second Activities Committee made its report, ¹³³ not so comprehensive as the first because, among several reasons, the constructive and active consideration given to the

PROFESSIONAL ORGANIZATIONS

recommendations of that report by the Association officers and Headquarters staff had greatly lessened criticism within the Association, and also because the executive boards of the Association increasingly tended to review its activities systematically. The committee recommended that the resolution of May 29, 1928, be amended to read "A periodic scrutiny of the Association activities should be made at least once in six years . . ." ¹³⁴

The major work of this second Activities Committee was centered on the work of the A.L.A. committees and boards. It was of the opinion that Headquarters should not expand much beyond the limits in practice or already recommended. There should be a tendency toward decentralization with funds available to finance committee work. "The more members of the Association who are actively at work on its projects, the more interested members there will be." ¹³⁵

It was recommended that the Committee on Committees make a thorough study of all committee work, that committee appointments should be made only after careful scrutiny, and that an annual report as to which committees should be continued, consolidated or dropped should be made ¹³⁶

A.L.A. income from all sources decreased sharply from 1932-34, reflecting the general depression. Income was consequently no longer adequate for the current needs of the Association's program. The unemployment problem among librarians had become acute (1590 as of October 1933) and the committee suggested that the Association "attack the problems of the crisis with greatly increased vigor." ¹³⁷

Closer relationships to state and national organizations were stressed for the mutual benefit of the Headquarters staff, for assistance to, as well as increased membership from, state, regional and national organizations. The committee went on record that in its opinion "the Association is functioning better than ever before." ¹³⁸

In the interim years 1935 to 1939, before the Report of the Third Activities Committee, the Association worked hard for Federal aid. The Council authorized the Federal Relations Committee to seek emergency Federal aid for libraries and the committee also "pledged continued support for permanent federal aid for libraries" ¹³⁹ There was some active opposition within the Association to such assistance from the Federal Government, with some persons fearing a resulting loss of local autonomy and responsibility. The much debated plans for the systematic development of libraries through Federal funds have been in abeyance during the war crisis. The program will undoubtedly be revived in some form in the postwar period. At least the Federal Aid Committee has received a clear mandate from the Council to continue its efforts for Federal support of library activities

COLLEGE AND UNIVERSITY LIBRARIES

The concept that libraries are a part of the educational life of the nation, that they are essential to the successful functioning of democracy and that without Federal aid too large a part of the population will always remain without library services, has now become a part of the philosophy of the Association as embodied in "A National Plan for Libraries," published originally in 1935 and revised in 1939¹⁴⁰ The Association in the interim period stressed state-wide library service, certification, and long-range planning. It gave its active support to the establishment in 1936-37 of a Library Service Division in the United States Office of Education.¹⁴¹

The Executive Secretary's Report for 1937 noted the appointment of a chairman of the Third Activities Committee from whom a report, stressing the problems of organization, would be due not later than 1940¹⁴² With this announcement reorganization of the A. L. A. was under way and became the focus of attention by the Association. Reorganization plans and discussions took much space in the *Bulletin* during 1938 and 1939, culminating in the Tentative Report of the Third Activities Committee,¹⁴³ one of the great documents in the history of the profession, exhibiting a democratic spirit and fairness of judgment which would be a credit to any profession. A new constitution grew out of the work of the committee, a new statement of the aims and objectives of the profession. The report is the result of cooperative work and the pooling of opinion and studies that cut through the whole membership, which was given every opportunity to express itself in print, by correspondence and questionnaire. It is a great work of integration and democratization and deserves the careful study of every librarian.

REORGANIZATION OF THE A. L. A.

The First Activities Committee had brought about a reorientation and clarification of the work of the Headquarters Staff; the Second of the A. L. A. committees and boards; the Third now brought about a fundamental reorganization in the structure of the Association itself. A constitution adequate for a small organization had developed serious inadequacies in meeting the needs of a greatly increased membership and the growing complexity of problems which reflect the social and economic complexities of the society of which the library is a part.

Forum discussions, recommendations from regional and state groups, articles in the *Bulletin* and a study of letters from a large section of the membership indicated the trends which the reorganization followed:¹⁴⁴

1 The Council to be more democratically organized and its functions

PROFESSIONAL ORGANIZATIONS

clearly stated. Twenty-four members with staggered terms are elected by the Association at large, fifty-five are elected by the state, provincial and regional associations on a basis representative of the number of members in the associations, twenty-three are elected by divisions and six by the affiliated organizations. Executive Board members, chairmen of boards and standing committees and ex-presidents of the Association are also members but without vote. This method assures geographic, type-of-library and type-of-function representation. The Council is the policy-forming and legislative arm of the Association without executive duties. The Executive Board has no policy-forming functions but executes the policies and legislation formulated by the Council.

- 2 Provision to be made for autonomous divisions and affiliated organizations which will be free to develop their own interests while continuing to be an integral part of the national association. It is to be hoped that this plan of organization within the A L A will stop the development of separate national library groups outside the Association.
- 3 Further coordination and cooperation among committees and boards.
4. A graded membership with a sliding scale of dues

These fundamental and far-reaching changes in the structure of the A L A. as recommended in the Tentative Report were submitted, with some additions and alterations, as a Final Report which "was adopted by the Council in December 1939 with only some minor changes."¹⁴⁵ The committee was discharged with a well-earned "expression of the Association's gratitude for the magnificent services it has rendered."¹⁴⁶ The revised constitution and bylaws received final approval on June 23, 1941, at the Boston Conference,¹⁴⁷ and from that date to the present the Association has functioned under the new constitution.

The Council in 1939 created a committee "to study the effects of re-organization and to recommend any changes which may seem advisable in order to provide efficient operation of the A.L.A."¹⁴⁸ This committee made no specific report in the years 1940-43, which no doubt either means that the new constitution has been efficient in its working or that not enough time has yet elapsed for critical evaluations to be made. Just recently rumblings of discontent within the Association are again being heard which are, characteristically, receiving the frank and democratic consideration of its officers.

REGIONAL AND INDIVIDUAL RELATIONSHIPS OF THE A.L.A.

Two important aspects of the Association await efficient development.

COLLEGE AND UNIVERSITY LIBRARIES

1. Its relationship to state and provincial associations.
- 2 Its relationship to the individual librarian, whether he is or is not a member of the Association

The state, provincial and regional associations perform a function which the national organization cannot supplant. In those states where strong associations have developed, they are the most powerful aid in library extension. These smaller associations know and understand local groups and legislatures and therefore can promote local and state legislation vital to the establishment and functioning of libraries and the certification of librarians, thus raising the standards of the profession. They can promote a spirit of professional unity among their members, integrating the various types of library work locally into a professional whole whose aim is state-wide library service to all the types of men, women and young people who make up the population.

The state associations, being much smaller than A.L.A. and the regional groups, can, through their bulletins and their meetings, foster acquaintanceships and increase cooperation among the membership. One of their chief functions is to be a training ground for leadership, to give young librarians experience in committee work, to report the names of capable, responsible, socially-minded young members to the national organization as candidates for committee appointments. Except in large urban areas the individual librarian is professionally isolated. The state association, more than any other group, can stimulate professional interests and intellectual aliveness as well as foster morale and cooperation among individuals.¹⁴⁹ While these smaller associations ordinarily touch the interests of public libraries more closely than they do college libraries, they deserve and have usually had the active support and participation of college and university librarians.

Unfortunately many of the state associations have been and are now weak and have no strong ties with the national organization. From time to time plans have been suggested that membership in a state or local association should be requisite for national membership and vice versa. The Third Activities Committee in its Final Report recommended that "state and national associations should attempt, during the next few years, to build up mutual memberships. Every professional librarian should be a member of both his national and his state library association."¹⁵⁰

To strengthen the integration between the A.L.A. and the state associations beyond the representation on the Council provided for in the new constitution, the Committee also recommended that the "Executive Board consider the appointment of an assistant at headquarters to coordinate and

PROFESSIONAL ORGANIZATIONS

aid regional, provincial, state and local agencies . . . that state associations . . . appoint standing committees . . . to work closely with corresponding committees of the A L A."¹⁵¹

The appointment of a field worker on the headquarters staff to aid and strengthen these associations and to promote a sense of national participation among them as soon as funds can possibly be made available is a matter of importance

There are eight affiliated state, one provincial and the Hawaiian association, according to the 1943 *Handbook*, which do not have Council representation because they have less than 50 A.L.A. members * It is doubtful whether the incentive to get 50 members for the sake of Council representation will outweigh the feeling of being discriminated against in the groups concerned One Councilor for every affiliated state and provincial association would probably be a sounder basis of representation and would earn the good will and cooperation of the individual state groups. The possibility that two states may elect a joint member has not worked out in practice.

The picture is even darker when geographic areas in the West, Canada, and the South are considered In the West the Montana, North Dakota, South Dakota, Utah and Wyoming state library associations are affiliated with the A L A, but have no Councilors, and when Idaho, Nevada (no state association), Arizona and New Mexico, which are not affiliated, are included, the whole Rocky Mountain West has only a most tenuous relationship to the government of the A L A †

In Canada, Alberta, Manitoba, Ontario and Saskatchewan are not affiliated In the South, Arkansas, Georgia, Mississippi and South Carolina have no Council representation ‡ These are the areas most in need of national contacts The number of librarians in them probably have associational memberships, in proportion to the total number of librarians in the areas, comparable to those in more densely populated regions There is a great field to be worked here for the mutual strengthening of the A L A. and the state associations Only personal contacts from Headquarters and Council representation can bring about this organic relationship.

A L A relationship to the individual librarian who may or may not be a member has been a leitmotif running through library periodicals since the early days of the Association Too many library workers have no tie with

* Publisher's note The Bylaws of the Association were amended in 1945 to provide that "each state, provincial, or regional chapter and each division shall elect one Councilor for its first 50 A L A members or less "

† Publisher's note Arizona, Montana, North Dakota, South Dakota, Utah and Wyoming library associations now are eligible for Council representation

‡ Publisher's note Ontario, Arkansas, Georgia, Mississippi and South Carolina library associations now are eligible for Council representation

COLLEGE AND UNIVERSITY LIBRARIES

the national organization. A recent article, "The Passive Role," reiterates this complaint following, perhaps unconsciously, a familiar pattern: lack of personal participation by the average member in the work of the Association; very few younger nonadministrative people appointed to Boards and Committees, and a "House of Lords" in general control¹⁵² The annual conferences are so large that they are impersonal and the individual librarian without contacts is submerged by numbers. One of the best ways of improving this situation has been suggested in the preceding paragraphs dealing with the establishment of closer relationships between A.L.A. and the state associations

"Flow charts" showing graphically the organization of the A.L.A. and its services to libraries and librarians, with other publicity material of a general nature, vividly written and illustrated, should be sent directly from Headquarters, not once but often, to nonmembers

Perhaps most important is "indoctrination" of a more vital sort in library schools as to professional organizations. This could include the history of the A.L.A., the need for it and an analysis of what it has done and is doing for the individual library and librarian, its relationship to general education, adult education and research and its responsiveness to the opinions of its membership. As Ralph Munn has said, "Some people are librarians, others just work in libraries . . . Attitude is the sole basis of distinction."¹⁵³

ASSOCIATION OF COLLEGE AND REFERENCE LIBRARIES¹⁵⁴

COLLEGE AND REFERENCE SECTION

In 1889 at the general session of the American Library Association, it was voted, as already indicated, that the Executive Board arrange for the organization of a section, the first to be formed, to be known as the Section of University and School Libraries. The college librarians were apparently an impatient group for they did not wait for action by the Executive Board—they held a meeting at the same Conference on May 10 and organized the College Library Section. Twelve members were present at the first meeting. The organization was very informal. Papers and questions of interest to college and university librarians were read and discussed, but not much action was taken nor were action-programs set in motion.

In 1897 a tendency toward a stronger and more permanent form of organization was reflected in a discussion of the objectives of the Section. At this time questions common to reference divisions and scholarly work, not

PROFESSIONAL ORGANIZATIONS

only in college libraries but in other types of libraries as well, were discussed and it was voted that the name of the section be changed to reflect these common interests. Accordingly it became the College and Reference Library Work Section which later was shortened to the College and Reference Section.

Bylaws were not adopted until 1923. At the same time a statement indicating the desirability of a close affiliation with A.L.A., and the election of a chairman, secretary and three directors gave increased stability to the organization. There were 90 librarians in attendance at this meeting. The number increased steadily 240 in 1924, about 400 in 1928, and in 1936 nearly one fourth the total attendance of 2834 at the Richmond Conference. However, the number of sectional memberships in no wise represented even the number interested in attending sectional meetings. In 1935 the membership was only 140 while the total number of librarians in the United States who were potential members was 2922, an alarming sign of the weakness of the Section.

Simultaneous sectional meetings were needed for the discussion of specialized problems which could not be taken care of in the general sessions as the number of librarians in attendance grew to several hundreds. The Association as a whole by 1927 was scheduling meetings for twenty-three sections and round tables and four affiliated organizations, of which at least fourteen were of interest to alert college librarians. The Section itself by 1931 had received many requests for one general session and three round tables: one for reference librarians, one for administrators of large university and research libraries, and one for college librarians and library assistants. This called for some reorganization within the Section.

The administrators of large university and research libraries in 1931 organized a separate group, the Association of Research Libraries with institutional memberships only. From 1933 to 1938 the College and Reference Section held a general session and two round tables annually: one for College Librarians and one for Reference Librarians. A round table for Junior College Librarians was formed independently of the College and Reference Section and held its first meeting in 1930.

In 1931 the Section expressed itself as being a minority group without adequate representation on the A.L.A. Executive Board, without any autonomy over its own affairs and suffering from a lack of appreciation of its needs by the Headquarters Staff. The Section did not, however, wish to find its autonomy outside the Association, a consistent policy throughout its history. In a list of recommendations it made to the A.L.A. occur the following items: more space devoted to the publication of papers read

COLLEGE AND UNIVERSITY LIBRARIES

before the Section; gathering and publication of more adequate college and university statistics; the initiation of bibliographical and indexing programs; the publication of a book of accepted practices in university and scholarly libraries

Even before the Report of the First Activities Committee, Headquarters was responsive to these criticisms, for the space allotted to sectional meetings increased from two pages in 1923 to fourteen in 1932, a trend further augmented through the efforts of the College Library Advisory Board.

COLLEGE LIBRARY ADVISORY BOARD

In response to the recommendations of the First Activities Committee, a project for a college library advisory service at A L A Headquarters, under the supervision of a board to be nominated by the College and Reference Section, was approved at the Midwinter Meetings of 1930. In 1931 the Executive Board created the College Library Advisory Board which was charged with drawing up a program for the service of American college library interests through such agencies as it might deem potentially useful to that end. Its functions were advisory and informational. Five members were appointed by the Executive Board to serve in these capacities and to prepare for Council approval a statement on college library services which might be handled at Headquarters.

The report prepared in response to this mandate, and endorsed by the Section, received Council approval. It recommended a full-time secretary and staff at Headquarters which should interest itself in Buildings, Staff, Book Collections, Library Use Instruction, Student Reading, Bibliographical Aids to Research, College Administration and Finance. The term "college" was used in its broadest sense. The duties of the staff would be the collecting and studying of data, furnishing of information, visiting college libraries on request, publishing studies and bibliographical aids, and seeking to strengthen the relationships between college libraries, learned societies and educational associations.

In 1933 "pending the appointment of a secretary" the Board assembled data relative to more effective relationships between college instruction and the use of the library. There was no further report until the December 1934 meeting at which "members of the Board were unanimous in stating that A L A Headquarters must furnish advisory service to college libraries as soon as possible."

The funds necessary to establish this service with a staff at Headquarters have not yet materialized. The Board had to carry on, its objectives being,

PROFESSIONAL ORGANIZATIONS

in Miss McCrum's words, "to see that the college library is made vocal, and that the progress of college librarians shall not suffer in the general A.L.A. program; to secure from college librarians suggestions to help the A.L.A. serve college librarians in general" as to standards, professional literature, experimental and research problems, statistical records and papers.

The reports go on from year to year advocating that as soon as funds are available a Headquarters staff be employed to furnish advisory and informational service to college libraries, to furnish a specialist to visit colleges requesting such help, to act as a clearinghouse for college library news, information and ideas, to set up a method of surveying college libraries adequately, to develop a coordinated publishing program.

The Board acted as a clearinghouse for information and statistics, stimulated the preparation of a series of excellent articles which were published in the *Bulletin*, planned a college library self-survey manual, pushed the Supplement to Shaw's *List of Books for College Libraries*, and recommended that the *List* be developed as a current book-selection tool.

The increasing number of calls upon the Board, indicative of the active need for such services, and for others which it could not render, led to the following statement in 1940 "It is the conviction of the Board that the coordination of the voluntary committee work of various college and university groups is essential to the best interests of college and university libraries. Therefore the abolishment of the College Library Advisory Board and the centralizing of all college and university library activity under the Association of College and Reference Libraries meet with the full approval of each member of the Board. It is an essential first step." The Council therefore unanimously adopted the recommendation "that the College Library Advisory Board be discontinued when an equivalent has been set up under divisional organization." At the same meeting the Council voted unanimously that the Association of College and Reference Libraries, having fulfilled the requirements of the new A.L.A. Constitution, be accepted as a Division of the American Library Association.

The College Library Advisory Board served a need and performed a useful function in emphasizing college and reference library work, staffs and problems, to the Association at large whose interests had been largely concerned with the development of public libraries. It made a positive contribution which the loosely organized and powerless College and Reference Section seemed unable to do, and then turned over its work to the new Division which had an autonomous organization and financial support. The A.C.R.L. could, as a Committee could not, centralize and promote the professional activities of its greatly increased membership, and could try to

COLLEGE AND UNIVERSITY LIBRARIES

meet the growing demands for advisory and informational services and publishing and field activities. It could also bring about more active cooperation, per se, with other allied agencies, both within and without the library profession.

ASSOCIATION OF COLLEGE AND REFERENCE LIBRARIES

As the Third Activities Committee began to assemble and prepare data upon which to base its recommendations for a fundamental reorganization of the American Library Association, the College and Reference Section, quite convinced of the need of such reorganization, was most active in drawing up plans which would give the Section autonomy while maintaining its affiliation with A L A through adequate representation on its executive and policy-making bodies.

A committee was appointed in 1936 at the Richmond Conference to report back such a plan for reorganization. One thousand one hundred and seventy letters were mailed by the Committee to college and university libraries. There were 321 replies, which again was indicative of the too-little interest of the group of college-reference librarians in the Section and its possibilities for aiding professional development.

The Committee submitted a report at the 1937 Conference which embodied a statement of *principles* which may be summarized briefly

- 1 There was a need for a stronger organization of all types of college and university libraries
- 2 There were too many separate organizations, and if the A L A. would encourage more autonomy, these organizations should remain within the Association.
- 3 A new name was desirable
- 4 Subsections and combinations of subsections should be formed as the members may desire

The Committee stated the *purpose* of the organization to be "the maintenance and improvement of bibliographical services to students, faculty and research workers." To achieve this purpose it is essential that there be

- 1 A strong, representative organization
- 2 Meetings and discussions
- 3 A program of activities, with continuous study and research, directed by the group.

The report as a whole was endorsed by the Section including the recom-

PROFESSIONAL ORGANIZATIONS

mendation that the Committee prepare a constitution and bylaws to submit at the 1938 Conference. Charles H. Brown was chairman of this committee and was also appointed by the A.L.A. Executive Board to act as chairman of the Third Activities Committee—a very strategic tie-up. Mr. Brown did not recommend approval for the College and Reference Section proposals at the Midwinter Council meeting in view of the Third Activities Committee work which looked toward a change of organization of the American Library Association as a whole.

At the 1938 Conference in Kansas City the Section voted to change the name to the Association of College and Reference Libraries, and to adopt a new set of bylaws. Five subsections were formed: College Libraries, Junior College Libraries, Reference Librarians, Librarians of Teacher-Training Institutions, and University Libraries. The A.L.A. Council approved this reorganization in December 1938.

The Tentative Report of the Third Activities Committee stresses the impossibility of achieving efficient professional development of sectional groups under the domination of A L A as it was then organized. The Committee's recommendations were in all fundamentals incorporated into the constitution under which the A L A. now operates, and gave the newly organized A C R L the autonomy it needed for its development at the same time that an organic relationship was maintained within the structure of A L A. A new constitution and bylaws, drawn up in conformity with the A L.A. constitution, were adopted by the A C R L on May 30, 1940, and the A.C.R.L. was accepted as a Division of the American Library Association by the Council on May 31. The Agricultural Libraries Section was also made a section of the A C R L upon its petition for such status.

It was a healthy sign and a tribute to the vigor of the new Association that at the Midwinter Conference in 1939 the College Librarians of the Middle West, voted to "disband and its membership lend all their support to the Association of College and Reference Libraries."

Only minor changes have occurred within the organization since the new constitution was adopted in 1940. In 1941 the Board of Directors of A C R L voted that all members should affiliate with one of the six Sections: Agricultural Libraries, College Libraries, Junior College Libraries, Reference Libraries, Libraries of Teacher-Training Institutions, and University Libraries. (The Engineering School Libraries Section was added in 1942.) A certain allotment from regular dues would go to such designated section. In 1942 an amendment to the bylaws was passed which provided for the establishment of state, regional and local chapters, having their own constitutions and bylaws.

COLLEGE AND UNIVERSITY LIBRARIES

With the coming of the war many of the normal organizational developments which the Association might have experienced have been in abeyance: the absorption of college and research library staffs in additional work with decreased help, both professional and clerical, has given the membership of the Association scant time for other duties.

In the college and university field the reorganization of the A.L.A., with the resulting establishment of the Association of College and Reference Libraries, has had a stimulating and quickening effect that may in the final analysis be as important for college librarianship as the establishment of the A.L.A. in 1876 was for librarianship at large. The increase in membership from less than 100 in 1935 in the old College and Reference Section to 2080 in the new Association in 1943 is evidence of a spectacular upsurge of interest, as are the six sections of the Association, representing the various types of higher educational libraries, and the one section devoted to the problems of Reference Libraries. In its new journal, *College and Research Libraries*, too, the Association has a vehicle which, through publication of the thought and investigation of its membership, has already had markedly beneficial influence in promoting serious and scholarly thinking about the problems confronting college librarianship. Much of this has been at a level distinctly in advance of similar publication in pre-A.C.R.L. times

PROGRAM FOR THE FUTURE

As we face the future, with its sobering responsibilities as well as its great opportunities, it behooves us all to see that our professional organizations, through the leadership of the parent A.L.A., approach the solution of the library problems of the nation on an integrated, cooperative basis, with concerted, carefully planned attack on the major problems set forth in the various sections of this report as well as in many other recent writings and publications. One of the most important of all our problems will be fashioning, out of the many opportunities before us, programs and activities for our various associations that will appeal to the membership of the profession at large. Conversely, we should not be resigned to having in the library field professional workers who find no appeal and challenge in bettering and strengthening the work they do through the united effort which can only come through some type of professional organization.

Certainly we in the college library field should not be content to have amongst our some 4700 workers classed as professional librarians 2600 persons not enough interested in the problems of college and university

PROFESSIONAL ORGANIZATIONS

librarianship to carry membership in the Association of College and Reference Libraries. The Association, as set forth in its adopted principles, has a rich and exciting program for action. Lack of interest in it on the part of so many of our workers is surely due as much to lack of professional stature on their part as it is to the functional organization of the Association or lack of vision and leadership in it.

Our greatest need now is to get into our ranks the type of person who will see beyond the four walls of his library, who will be interested in the problems of the profession at large and who will naturally turn to the existing Association as an instrument for effectively expressing that interest. If this is done, and if the A.C.R.L. as it is now organized is in any way lacking, it can of course be changed and altered in whatever way the combined judgment of its members may dictate. It should have in its membership at least 90 per cent of all professional college and university librarians. Five thousand and more willing shoulders at the wheel as compared with our present two thousand will not be too many to meet the challenge of the years ahead.

The program of the Association, formulated by its Policies Committee in 1941, is a comprehensive statement which, in itself, constitutes a challenging plan for action in the postwar years¹⁵⁵. It is directed in the broadest sense toward advancing the standards of college library service and the continuance of the professional and scholarly growth of all those engaged in the work of our libraries. To do this it proposes the following cardinal policies:

- 1 Build an effective organization
- 2 Make present affiliation with A. L. A. a fruitful relationship
- 3 Provide for continuity of leadership
- 4 Cultivate mutual understanding between librarians and their colleagues in learned societies and other professional associations
- 5 Enlist all career members of college and research library staffs as members of the Association
- 6 Plan stimulating meetings
- 7 Encourage research and study by librarians
- 8 Initiate publications
- 9 Sponsor a program of activities in behalf of college, university and research libraries by
 - a) Furthering the use of educational libraries
 - b) Broadening the basis of cooperation among libraries.
 - c) Aiding the scholar
 - d) Cultivating international understanding
10. Support *College and Research Libraries*.

These ten fundamental points encompass some of the most important problems of college librarianship. The A.C.R.L. as now constituted, is, on paper, equipped to translate them successfully into reality. Execution of the program, however, cannot be successfully carried out as a marginal activity of workers in the field. The A.C.R.L. has long since reached the stage of development that the parent A.L.A. had reached when it established an Executive Secretary and a full-time Headquarters Staff. The establishment, at A.L.A. Headquarters, of a full-time Executive Secretary of the A.C.R.L. is long overdue. College librarians, as the foregoing summary indicates, have been crying, perhaps too patiently, for such representation for the past two decades, but our group, in spite of its elaborate and sound paper set-up and its autonomy within the A L A , is still substantially without funds. Such funds have not been available up to now, but candor requires the admission that the A L A. has, during the period when a special representative at Headquarters has been sought, been able markedly to expand its services and expenditures in other directions.

The whole history of the group activities of college librarians has been one of loyalty to the parent A L A. and a sincere desire to work out the college program within that organization. As a long-term policy this has been sound procedure even though the fact that the college librarians are a minority group has had a tendency, as the above history shows, to submerge interest in and retard development of college library activities at Headquarters, in the Council and in the Executive Board. A major and immediate problem and responsibility of the A C.R L leadership therefore is to bring to fruition the long quest for a paid Headquarters representative of college libraries. This should be someone with high standing and ability in the college field. With such representation and more adequate funds at its disposal through increased membership and a greater sharing in the use of general A L A funds, the A.C.R.L. should be ready for a virile post-war program of great significance.

The history of the A L A. and our other professional organizations gives no cause for pessimism. From the beginning the development has been vigorous, perhaps too vigorous in the degree to which independent and completely uncorrelated Associations have sprung up. While many persons have been and are impatient with the parent A.L.A. , and it has had plenty of criticism, deserved and undeserved, it has grown and expanded normally to a position of real national and world importance. A few leaders and prophets crying out against the Association's program, or lack of it, and against the complacency, timidity and indifference of their colleagues, have foreseen catastrophe, ineptness and impotence. At the other extreme ultra

PROFESSIONAL ORGANIZATIONS

conservatives have opposed change and a broadening of activities and interests. With some members impatiently in the vanguard exhorting and pointing the way, and others in the rearguard cautiously and conservatively holding back, the Association has consistently moved forward toward increasing influence and national leadership. The foundations for further advances have been well and soundly laid.

RECOMMENDATIONS

1. *That correlation and integration of the work and programs of the various library organizations be prosecuted vigorously*

2 *That efforts to bring career librarians into active participation in the programs of the several Associations be intensified through increased appeals to all present librarians and the recruitment of new librarians of the type which will be naturally interested in professional improvements of the kind the Associations have at heart, and that enrollment of 90 per cent of all active professional librarians be set as the membership goal of the A.L.A. and A.C.R.L.*

3. *That the A.L.A., through the medium of a field representative or representatives, bring its services and its program more closely in touch with its membership and that steps be taken to give sparsely settled regions, and those less favored economically or culturally, more adequate representation in the affairs of the Association*

4. *That the Association of College and Reference Libraries periodically review its adopted principles and policies and that at all times it stand ready to revise and alter its program and activities in order that it will always be in a position to meet effectively the problems of college librarianship in whatever way the needs of the times may require*

5. *That the A.C.R.L. continue the earlier efforts of the College and Reference Section to provide a full-time staff at Headquarters for a Department of College and Research Libraries, and that such a staff provide for specialists to visit colleges requesting their help; operation of a clearinghouse for college library news, information and ideas, development of methods for adequately surveying college libraries, for coordinating a broad program of publishing material in the college field; and the formulation of some cooperative financial arrangement with the various learned organizations.*

6. *That the A.C.R.L., as one of the charter members of the Council of National Library Associations, as stressed in Chapter V on "Cooperation and Coordination," use every effort to broaden the basis of scholarly and educational library service through stressing the possibilities of cooperation*

COLLEGE AND UNIVERSITY LIBRARIES

in building up collections, interlibrary loans, cooperative cataloging practices and bibliographical and indexing services.

7. *That the A.C.R.L. make every effort to put its younger members to work on Committees and on the prosecution of special studies, surveys and investigations.*

8. *That there be a constant endeavor by those concerned with the policies of A.C.R.L. to relate college library service and standards to the socio-economic trends of the time in such a way that the Association will not merely follow the trend but take its part in determining its nature.*

9. *That continuing effort be made to stimulate the whole library profession by clearly defining what membership in it can mean and that this be done along the lines of a statement for the engineering profession, recently published in the Journal of Engineering Education¹⁵⁸ as follows:*

1. that its members shall have acquired an organized body of higher learning
- 2 that they serve their clientele by the application of that learning
3. that they control a system of professional education and strive continually for its improvement
- 4 that they share a common purpose and method of service and a common code of conduct with respect to each other and to their clientele
- 5 that they serve their country by expert counsel in their field, by participating as civic leaders in community enterprises, and by forming intelligent judgments on political issues and then actively supporting them

PROFESSIONAL LITERATURE

ITS PROFESSIONAL literature is the alter ego of a professional association—the development of the two are inseparable. There can be no long-time growth of a profession without a literature. In our discussion of professional organizations it has been pointed out that when an organization reaches its earliest professional stages, “a publication becomes necessary for the wider discussion and dissemination among the membership of the proceedings of the meetings; to give wider currency to all matters which concern the profession and make them available permanently. It becomes a ‘binder’ of first importance in holding the membership together.” As professional curricula are established too, “the amount of specialized literature grows for and through those who are so trained.”¹⁵⁷

That the earlier literature of the library profession should have been overwhelmingly devoted to the discussion and reporting of practical techniques was inevitable, but that so much of it should have been so aridly written is a matter for speculation beyond the scope of this study. Many librarians will agree with Utley that a large, rather ponderous, sometimes dry, but withal useful superstructure has been built on the foundation of the 1876 Report of the U S Bureau of Education and that the earlier professional literature is, on the whole, dull reading. Munthe has written that before 1936 European librarians wondered why “American library literature was so meager outside of propaganda and textbooks. American librarians had been practitioners and schoolmasters and had seldom given themselves time to study their subject more deeply.”¹⁵⁸

THE LIBRARY JOURNAL

Most of our literature, and in our early phases practically all of it, has appeared in periodical form. Earliest of these professional media and of great importance and influence has been the *Library Journal* which has been coexistent with the American Library Association. Its volume 1, number 1,

called the *American Library Journal*, was distributed at the organizational conference which met in Philadelphia, October 4, 1876, and, as Mr. Bowker points out, therefore actually preceded the Association "The first germ of the idea had already taken shape in the department of 'Library Notes' in the *Publishers' Weekly*." The financial struggles of the *Journal* in its early days were so severe that its discontinuance was announced and then revoked because Mr. Leyboldt, rather than let it die, continued to carry it at a loss. It received almost no assistance from the Association, but was a part of the bibliographical system centered in the office of the *Publishers' Weekly*.¹⁵⁹

Until June of 1882 the *Library Journal* was the "official organ of the Library Associations of America and of the United Kingdom," and from July 1882 to August 1907 of the American Library Association alone. Other countries followed American leadership and established their own journals "chiefly devoted to library economy and bibliography." During its early years, the *Library Journal* covered the whole field of library interests from scholarly bibliography to suggestions for the smallest public library. Its editors had an international viewpoint and the vision to foresee the place which libraries should fill in the social organizations of which they were a part.

The *Library Journal* improved as time went on, in format and in the general quality of its articles. In its files are recorded the "news" of the library world, the histories of individual libraries and plans of library buildings, the growth of techniques and the clashes of ideas among the founders of the library profession. It has been fortunate for the profession to have, as it has had in the *Journal*, with the exception of the early years, an organ of opinion and expression outside the professional organization. The *A L A. Bulletin* and the *Library Journal* have counterbalanced one another and compensated any tendency to stew in their own juices.

LIBRARIES

In 1896 the *Library Journal* carried the following note: "A new library periodical has been started by the Library Bureau, in addition to Library Notes (published by Melvil Dewey from 1886 to 1898) under the title of Public Libraries. The new periodical is to be issued from its Chicago office monthly, except during July and August, and it is intended to maintain it regularly and not to permit it to lapse into the desultory irregularity of Library Notes. It is editorially in charge of Miss Ahern . . . and the president and other officers of the A L A. have lent to it the benefit of their names and support as associate editors. Whether the American library

PROFESSIONAL LITERATURE

field is large enough and rich enough to support three library periodicals remains to be seen."¹⁶⁰

That there was room for the newcomer is indicated by the fact that it continued to be published for 36 years, all of this time under the capable editorship of Miss Ahern. In 1926 it changed its name from *Public Libraries* to *Libraries*.

The *Library Journal*, on the occasion of the announcement that *Libraries* was to cease publication with the December 1931 number, commented editorially as follows: "Although in a sense a house organ of the Library Bureau . . . the periodical has always held an even hand among library interests and has made its mark especially at (*sic*) the West"¹⁶¹ It served as the official organ of the Illinois Library Association from 1901 until 1920. It was, due in large measure to Miss Ahern's dynamic personality and clever pen, a more readable periodical than the *Library Journal* of much of that same period.

A. L. A. BULLETIN

In January 1907 the American Library Association began its *Bulletin* in order to foster a closer relationship between the Association and its members. It was to be issued five or six times during the year, or oftener if needed, and was to act as the means of communication between the executive officers and committees of A. L. A. and the general membership. The *Library Journal* had been the official organ of the Association, but after the *Bulletin* was established the *Journal's* function in this capacity terminated as of August 1907. The *Bulletin* took over the publication of the Proceedings of the A. L. A. which the *Library Journal* had published for thirty years, but which had become, because of their "bulk and complexity . . . a serious drain upon the editorial work in the *Journal* office and upon the Treasury of the Association."

The *Journal* stated "It is a gratification to the *Journal* to have recorded with fulness and with promptness the Proceedings of the annual conferences since the very first meeting, in a continuous form . . . and it is not without regret that it receives relief from this task and sunders the official connection which it has held for an entire generation."¹⁶²

The *A. L. A. Bulletin* has from the beginning served a useful purpose. It was discussed by the Third Activities Committee in its Tentative Report and received the following commendation: "The *Bulletin* has developed greatly in the last eight years [1931-1938] in the extent of subjects covered. Publicity has twenty-five times as much space, personnel six times as much, statistics three times as much, and work with children and schools four

times as much. College and university libraries . . . had eight times as much space in 1937 as in 1931."¹⁶³ The Committee was not willing to endorse the suggestion that the *Bulletin* be reduced so that more funds would be available for other activities, stating that "the *Bulletin* is one of the few means of direct contact between the Association and each of its members." In comparison with other professional journals the Committee felt that the members of the A L.A. were receiving more for their money than were the members of other organizations.

The *Bulletin* has grown from 44 pages in 1907 to 142 pages in 1920, to 416 in 1930, to 806 in 1938, exclusive of the *Handbook* and the *Proceedings*, to 763 pages in 1940, and to 856 in 1942. The quality of the articles has also improved. Munthe, in his discussion of the *Bulletin*, says: "From a dry information bulletin this publication has in recent years attained a recognized place among our professional journals. Its editorial policy is very progressive and broadminded."¹⁶⁴

Jean Black has recently suggested that more current reports of what is happening while it happens are needed in the *Bulletin*, rather than an annual retrospect of what is past.¹⁶⁵ Perhaps a little more emphasis on policy-making and the discussion which leads to sound policies would strengthen it as the voice of the organization. It must be the chief coordinating influence of the profession and its common denominator. As such, the larger aspects of the several kinds of library services and their relations to each other and to the educational, social, governmental and economic trends of the times should be stressed. It is unfortunate that the word philosophy should have become encrusted with such barnacle-like connotations as dry and esoteric, for a living philosophy of librarianship should be promulgated through the pages of the *Bulletin* as well as in other professional publications. The relationship of the library to its total social milieu is not esoteric and not dull, but it has often been dully and esoterically written. Pierce Butler is right when he says, "We try to understand why after we have been in action a long time, and have discovered what is possible, what is not possible, what are our relations to other impinging fields of human endeavor. We have now reached the stage in professional development where an increasing amount of attention can be turned from process to function."¹⁶⁶ These are not matters to be confined to graduate studies, they are of vital importance to every librarian striving to fit his work into the complex pattern of today's living, and this cannot be reduced to a technique but must be a philosophy by its very nature. Graduate studies will have to precede the development of a totally adequate philosophy, but they must be metamorphosed into vital writing and speech for the profession as a whole if

PROFESSIONAL LITERATURE

they are to reach that profession. Perhaps a subtitle for the *Bulletin, A Journal of Coordination and Synthesis for the Library Profession*, might not be inappropriate.

THE LIBRARY QUARTERLY

The *Library Quarterly* began life in 1931 to meet the need for publishing scholarly articles, surveys, monographs and theses in the field of library science. Since research and experiment are a part of any graduate curriculum, and since the printing of such studies is essential to their distribution among scholars, the development of such curricula and an organ for the publication of the studies made by faculty members and students must develop together. The *Quarterly* is, as the subtitle says, "A journal of investigation and discussion in the field of library science." It was established by the Graduate Library School of the University of Chicago with the cooperation of the American Library Association, the Bibliographical Society of America, and the American Library Institute.

There is a great need for careful philosophic, historical, sociological and scientific studies of librarianship, library services and library methods. There is need for a journal written by scholars for scholars—which need the *Library Quarterly* seeks to fill. There is need for interpretive studies of the library's interrelationships to other disciplines. But all such studies will fail to reach any except a small fraction of those who are practicing the profession if they appear only in the *Quarterly*, which is necessarily academic, sometimes unnecessarily pedantic. For the wide application of these studies, which may give a solid scholarly foundation to, or a new interpretation to, or evidence of needed change in the everyday work of the library, the study must be recast in popularized form and printed in the *Library Journal*, the *A.L.A. Bulletin* or one of the specialized journals in whose field the study lies.

Too much of valuable scholarly research in every field is buried because it has never been given readable form and oriented with reference to its specific applications to current practices and problems. Dr. Edwin Slosson, who was a scientist, also founded Science Service because it was his belief that science, if it dwelt only in its own rarified atmosphere, would lose in vigor, in support, in wise application to the needs of mankind. Science Service was to be the liaison between the scholar and the man in the street.

We who come later and have just begun our scholarly studies should see to it that through our general literature an understanding of the new contributions and of their applications to our work should reach the majority of librarians as promptly as possible. Not often does the research

COLLEGE AND UNIVERSITY LIBRARIES

worker wield a clever pen, but a combination of the research worker with a facile writer, when each understands what the other is trying to do and why, should spread the results of sound library scholarship to the great betterment of the profession. A scholarship divorced from use becomes sterile, a practicing profession without a wide base of scholarly work to guide it becomes uninformed and also sterile

It is not within the scope of this report to discuss the specialized publications such as *Special Libraries* and the *Bulletin of the Medical Library Association* which serve very specific purposes. But again it is suggested that when articles of general interest appear in these journals, they be republished, if necessary in rewritten form, for wider circulation. One creative article given very wide circulation in more than one periodical is of much greater importance to the profession than the publication of a dozen different mediocre contributions.

COLLEGE AND RESEARCH LIBRARIES

This newcomer is the result of the natural growth of college and reference librarianship. The number of contributions in this field grew to the point of embarrassment for the *ALA Bulletin*, and college and reference librarians were handicapped by the lack of a journal for the discussion of their common problems, the publication of their research, and the dissemination of news and ideas among their membership.

During the reorganization period the need of a separate journal was discussed as a *sine qua non*, but even before that development, the College and Reference Section had published three *Yearbooks* for 1929, 1930 and 1931.

The *Bulletin* had increased the number of articles in the college and reference library field from nine in 1931 to forty-one in 1938 and forty-seven in 1939. The first number of *College and Research Libraries* appeared in December 1939 and the articles in the *Bulletin* consequently have dropped to little more than mention of the proceedings of the annual meeting.

The purposes of the journal are to better the status of its subscribers through stimulating research and experimentation in the field, through integrating the literature of the field and allied fields as these impinge on college and reference libraries, and to help librarians meet the crisis which faces higher education and research. In other words to give continuity, interpretation, scholarly studies and practical help to librarianship, all of which is necessary for the most vital development of libraries devoted to higher education and research. In its efforts to accomplish these things,

PROFESSIONAL LITERATURE

already attended with some success, the journal is helping A.C.R.L. to become a mature professional organization.

A brief analysis of the articles it published from December 1939 through March 1940 breaks down into the following roughly drawn categories, excluding Proceedings, Statistics, news items and reviews:

- Philosophy of college and reference librarianship· 19
- Personnel and its training· 19
- Relationship to higher education and research· 13
- Description of individual libraries and biographies of librarians· 39.
- Trends and developments in the field: 14
- Practical aids in materials, techniques, etc.· 12 •
- Bibliographical and book selection problems 32
- Functional discussions of cataloging, classification, serials, etc . 33

These categories indicate that the journal is broadly based on every important phase of the profession it serves. In comparison with analogous journals in the field of education, the articles seem less cluttered with "jargon," are less verbose, are more immediately practical and better written. Many of the articles are of wide enough interest to be used with but little change in periodicals serving a more general public.

A practice which seems of value for all the more extensive articles is to print in smaller type at the head of each article a cogent summary of its chief points or important ideas. The *Journal of Sociology* furnishes a good example. A good abstract is infinitely more serviceable than a bibliographic notice. Abstracts are all that will keep the reader's head above the increasing floods of print, and more care should be taken to see that they are easily available, accurate and inclusive. Resumption of publication of *Library Literature* after the war will be an absolute essential. The task of compilation will be vastly simplified and costs reduced if the abstracts are already prepared.

Since *CRL* is quarterly, college and reference library items of widespread news value should appear in the *ALA Bulletin*. Symposia are more valuable than the same articles scattered through a number of issues and the use of this form of presentation should be encouraged. Condensations of articles of special interest, which have appeared elsewhere in periodicals not generally used by the profession, should have consideration in any publishing program. Integration within the profession itself and with the many fields which touch it is vitally necessary. Isolationism is an evil which only a clearly stated policy can obviate. Threads in the form of well-done excerpts in more than one journal will help to tie the whole profession together and to integrate it with other fields of which we are a part.

COLLEGE AND UNIVERSITY LIBRARIES

TREATMENT OF LIBRARIES IN GENERAL PERIODICALS

From time to time librarians have deplored the fact that but little has been written about library service and librarianship for the general public. Utley wrote, "But not enough has been said in form or vehicle which has reached the general public, in regard to the service which our libraries have to offer as instruction, as inspiration and as recreation . . . few of our craft have developed much ability to write"¹⁶⁷

As a matter of curiosity, stimulated by the above statement, the *Readers' Guide* has been checked for the number of articles under the headings "Libraries," with its subheading "United States," and "Librarians," which appeared in the general magazines indexed by the *Guide* in the years 1919–June 1944:

The greatest number per year (13.33) appeared during the depression period 1932/35; the smallest number (6) per year in 1941/43. The average number for the whole period 1919–June 1944 is ten articles per year dealing with the general subject of libraries and librarians in all of the nonlibrary periodicals indexed by the *Readers' Guide*. This seems definitely to substantiate Mr. Utley's contention.

The result of checking under the heading "College Libraries" for the same period yielded 74 articles, about three per year—although five of the nonlibrary titles indexed throughout the entire period were in the field of education, with a total of nine titles after 1928.

The seventy-four articles may be roughly classified thus:

Descriptive and news 27

Technical processes: 9.

Philosophical (using the term very broadly). 24

Relationship to other fields 14.

The subject of college and university librarians appears in indexed articles in nonlibrary periodicals only five times during the period checked. Librarianship is apparently *inside* the walls as far as representation in periodicals for the general public is concerned.

MONOGRAPHS AND DISSERTATIONS

While the literature of the profession has been chiefly in periodical form, an increasing number of monographs, many the result of advanced work

PROFESSIONAL LITERATURE

in the library schools, have appeared in recent years. A few of these have been substantial and scholarly additions to our literature, quite equalling the better contributions in other fields. The various graduate studies undertaken at the library schools, even though most of them are unpublished, also make their contribution to understanding the problems of the profession through the extensive compilation, analysis and interpretation of library matters which they represent. The series of Library Institute publications published by the Graduate Library School of the University of Chicago have also made notable contribution, bringing, as they occasionally do, opinions and evaluations of library services and problems by writers and thinkers in allied fields.

A factor of importance in our literature, stemming in part from the increasing experience and training in scholarly writing of many of our number and from suitable media for publishing their contributions, has been the growth of a critical and evaluative analysis of our literature, within the profession, as exemplified in the review section of the *Library Quarterly* and *College and Research Libraries*. The reviews appearing in these journals have definitely improved in quality and scholarly analysis and criticism, as compared with the limited and usually slight reviews published before the founding of these two journals. All this has had a tonic effect on our writing.

Important too is the development of a new group of library publishers outside the A.L.A. Chief of these is the University of Chicago Press, now issuing a number of library publications per year, which on the whole compare favorably with other products of the Press. The presses of the Universities of California and Illinois and of Columbia University have also begun to publish library studies which exhibit scholarly development within the profession.

The growth of a profession and of its literature are as inseparable as environment and heredity. Library literature has developed in maturity of content, in general quality, coverage and readability. Especially notable strides were made in the 1930's. In this improvement there has been a distinct trend, as shown above, from methods and techniques to function, academic studies, philosophy of and relationships in the field of library science.

The number of journals now being published for the general profession would seem to be adequate: the *A.L.A. Bulletin* as the spokesman of the professional organization, the *Library Journal* which stresses news and techniques, buildings and bibliographical aids of special value to the public library, and as the product of a publisher without official connection with

the A.L.A., free of organizational bias, the *Library Quarterly* for the publication of library research and scholarly contributions.

As material of a specialized nature becomes a burden upon the general periodicals, new journals for the growing memberships of the specialized groups need to be established, but not before very careful study has been made of the need of, the probable support, and the production costs for such journals.

Competing small journals will weaken the whole structure of our professional literature by scattering the outstanding contributions and increasing the opportunity for publication of mediocre writing. Three strong journals are greatly preferable to a half-dozen weak ones. The corollary to this is a general policy of tolerance toward honestly divergent opinions, an awareness of trends and new ideas, and a spirit of cooperation in the editors of the three strong journals.

State, local and regional publications provide a service which no national publication can possibly perform—the fostering of a strong group for the support of adequate library legislation and development of state and regional services. In them should be the columns of personal news of the membership, the promulgation of cooperative planning and mutual aid, the discussions of local problems and needs.

There is needed an international publication to foster such developments as standard bibliographical practices, cooperative cataloging, inter-library loans beyond national borders and the problems connected with widespread microfilm projects. It is to be hoped that the International Federation of Library Associations will be revitalized after the war and that it will be able to launch such a publication to centralize and channelize the many developments which will occur sporadically and wastefully unless there be some general unifying group with responsibility.

The A L A Editorial Board has a special function of coordination and integration to perform and it can continue to do much to strengthen the literature of the profession in quality, quantity and scope. There must be interests and professional values in this literature for the young staff member in a small town library and for the administrator of a great university library. It must stress the common denominators of library functions and of types of libraries, and point out relationships to the society in which the library functions; it must be aware of trends and thus prepare the profession to adapt itself to them wisely. All this requires vision, policy-making and practical knowledge on the part of editors, editorial boards and contributors.

PROFESSIONAL LITERATURE

TRENDS AND ATTITUDES IN OUR LITERATURE

There has been increasing concern in the profession about the lack of a well-defined philosophy and a literature of professional stature. Indicative of this feeling is the recent creation of a Publications Committee by the Council of National Library Associations to encourage and stimulate production of a library literature which stresses the scholarly, historical and philosophical aspects of librarianship rather than the technical and reportorial. The Council Committee believes that our literature is too often lacking in the qualities which have made other professional literatures distinctive. It thinks that we have paid only slight attention to the unfolding of the library as an institution and that we have made little effort to describe or determine the philosophy which underlies a library or a library system. Works of real scholarship have, it says, been relatively few in recent years.

The Committee further says that librarianship has standards and methods of operation which have evolved from ancient times. It touches every branch of learning and creates a discipline of its own. Its stock in trade has expanded from handwritten to engraved documents through printed books to photographic and phonographic products. New forms of expression for the learning of the world undoubtedly lie ahead. The Council Committee believes, and rightly, in our opinion, that a profession with the venerable and dynamic background of librarianship, with the innumerable points of contact with society, with the responsibility for accumulating, classifying and distributing the literature of all fields of knowledge must surely be susceptible to historical, philosophical and scholarly treatment.¹⁶⁸

Much of the concern of the Committee and of all of us over this matter understandably arises from the fact that in the modern sense we are a young, developing group, servicing and functioning in the closest proximity with various well-established professions of great prestige. It is natural that we should compare ourselves unfavorably with these older groups. Maturity, however, is a gradual process and is not attained by willing it, wishing it, or by invidious comparisons, although it may perhaps be hastened by such action.

As a profession we are somewhat in the position of the adolescent youth, impatient to be grown and anxiously scanning his face for the first signs of a beard. No matter how often he shaves, however, the beard will not appear in convincing quantity until the necessary time has elapsed. In our impatience it may also be well for us to reflect on the fact that all pro-

fessions have at one time or another struggled for recognition and that as late as three hundred years ago Robert Boyle was hard put to it to have chemistry recognized as a profession in its own right.¹⁶⁹

If we devote ourselves to our problems with energy and intelligence, and if we study them, discuss them and write about them to the best of our ability in an effort to understand what we do and why we do it the way we do, we shall not need to be particularly concerned about either our literature or our philosophy. Both will evolve naturally and much more healthily than by any hothouse forcing methods which we may adopt.

Because we are young, professionally, we can profit, in our literature by some bad examples that have been set us. We should eschew the cumbersome, complex and wordy writing that has characterized and does characterize, in varying degree, all professional literature. Much of the lack of clarity and the cluttering jargon which is found in the academic world is probably the result of effort, conscious or unconscious, to appear learned. From the earliest times the priestly and learned classes have indulged in a certain amount of hocus-pocus to impress the ignorant and the uninitiated. No profession is today free of such unnecessary dress parade and for a time it seemed as if our literature and our philosophy in the library field were in danger of being tied to the coattails of the educators who, more than any other group, have fallen prey to unnecessarily obscure writing. Fortunately this now seems less likely and our most scholarly writing, while pedantic enough, seems to be steering clear of complexity for the sake of complexity.

All of us, and certainly we in the college field, should make it our purpose to write with the greatest simplicity and clarity of which we are capable, to limit our professional jargon as much as possible and never to use a four-syllable word when one or two syllables will express the desired meaning clearly. The more nearly our literature will be readily understood by the average person of some education the greater will be its value and its stature as a literature.

Simple and clear writing will not of itself, of course, make a great literature. Thoughts, ideas, motives and ideals of real significance are the prime essential and if we have these we will have a great literature, even if it should be poorly written. Usually, however, when the subject content is vital its expression tends to be simple and direct. At least the greatest writers never deliberately avoid simplicity and clarity.

In the library field we may hope that our literature and discussion will after the war be such as to give us all a sense of participating in a high endeavor. Many of us on occasion get this feeling professionally now as we

PROFESSIONAL LITERATURE

read some unusually significant paper, hear a timely and stimulating address or render some professional service, either personally or through our institutions, which we know to be of particular value. Because librarianship, under enlightened practice, is unusually capable of rendering high service, this feeling of being engaged in work of unusual worth can and should increasingly permeate our ranks and be reflected in our literature.

RECOMMENDATIONS

1. *That we emphasize synthesis and coordination within the profession by the use of outstanding articles, research studies and surveys in more than one journal, rewriting them if necessary.*

2. *That the number of articles relating the library to the social, economic and governmental problems of the times be increased through soliciting these outside of the field as well as within it and through reprinting such articles in whole or in part for nonlibrary publication.*

3. *That an abstract of all the more important contributions be printed at the head of the article.*

4. *That the writing of articles of interpretation and information about libraries, services and librarianship for the use of magazines reaching the general public be stimulated.*

5. *That specialized publications be founded only after a careful survey has determined a pressing need for them and a reasonable assurance of their support.*

6. *That we avoid the creation of an unnecessary professional jargon and that we write, both in our general and our scholarly publications, with the greatest possible simplicity and clarity.*

THE COLLEGE LIBRARY BUILDING

COLLEGE AND university library buildings of the future will be influenced and their nature determined by the various trends, problems and objectives of college librarianship and of higher education in general, as well as by progress and development in the field of architecture itself. Many of these determinative factors, such as the rate of growth of book resources, their effective organization and use, probable changes and trends in instructional methods, distinctions between the colleges and university, financial support of the library, and the trend toward cooperation, coordination and consolidation, are considered in detail in the preceding chapters of this study.

Present building trends can be best understood and probable lines of development more clearly foreseen and properly directed in the light of the history of the college and university library. In the early days of prescribed classical curricula, libraries were small, were lightly used, and made little provision for readers. As curricula expanded and instructional methods changed, more and more readers were sent to the library, and commodious reading rooms consequently began to be increasingly essential for good library service. In meeting this increasing need for reader space, books were shelved along the walls of many small rooms in an alcove arrangement with seats in the alcoves. This is essentially the practice to which the modern divisional reading room has returned in amplified and expanded form.

In the 1870's Mr. Winsor of Harvard, under the pressure of the expanding resources of his library, then beginning to achieve a momentum which has increased to the present day, began to advocate steel stack units and a separate reading room. The trend toward separate stacks here begun has continued, tier on tier, corridor after corridor, with hundreds of miles of shelving now grouped in a single unit in larger libraries of all classes. Perhaps this development of massive stacks has reached its apotheosis in stack towers such as those at Yale and Texas, as well as in the extensive stack unit in the Library of Congress Annex.

COLLEGE LIBRARY BUILDING

THE MONUMENTAL TRADITION

One of the most interesting, although unfortunate, features of college and university library architecture is the persistence of the monumental tradition as opposed to the service or functional recommendations of many authorities. As early as the 1870's, in the first five volumes of the *Library Journal*, the monumental type of building was frequently and thoroughly condemned, and recent authorities have again and again disapproved of it; yet an examination of plans of library buildings erected since 1930 reveals the monumental tradition as exceedingly strong.

Two chief reasons for this persistence may be found. First, college and university authorities have often and rightly conceived of the library as the intellectual center of the institution, and have therefore sought to enshrine it in a building of striking architectural effect which, consciously or unconsciously, may serve as the architectural show place of the campus, lending dignity and beauty to the whole. A second and perhaps more important reason is that American college and university architecture is nearly always European and often medieval in style. The library must almost necessarily harmonize with the general architectural style of its campus. The result has been that it has often been forced into an ostentatious Procrustean bed, planned and styled to meet conditions and needs vastly different from those of the modern college or university library. Librarians have been too little vocal in protesting this state of affairs and pointing out the costs. With more alertness and courage on their part, and more hard and ingenious work on the part of the architects, reasonably modern and efficient college library plants can be erected within whatever style of architectural outer shell to which the college may be committed in its general architectural plans.

The monumental type of building, whether it is or is not held to conformance with a certain architectural style, is always expensive to build and often inconvenient and expensive to operate. Contributing to this situation are very high ceilings, particularly in large reading rooms, representing waste space to heat, light and shelter without any compensating returns, monumental staircases, excessively large circulation halls, skylights and light wells and light courts, long flights of exterior steps and ornamental towers and domes. In many institutions much money goes into the mere physical maintenance of these expensive, nonfunctional adornments of the building which if devoted to library service would mean the difference between an ordinary and an outstanding program of library service and development.

COLLEGE AND UNIVERSITY LIBRARIES

TRENDS TOWARD UTILITY AND EFFICIENCY

Although the tradition of the monumental type of library building has been and is strong, a number of recent college and university library buildings have been designed mainly along functional lines—the new buildings at the University of Oregon, University of Colorado, Drake University, Rockford College, Albion College, Skidmore College, Colorado State College at Greeley, the University of Nebraska, and the proposed new building at Queens College are all functional. Planned primarily for economy and ease of operation, they still help to enhance the architectural appeal and attractiveness of the campus as much and in some cases perhaps more than the monumental type of structure would have done. These newer buildings have largely eliminated the large main reading room, ornamental and circular internal stairways, and long flights of exterior approach steps. They generally locate the most-used rooms, such as reserve book room, separate college or undergraduate room, and projection or lecture rooms, on the first floor.

All rooms cannot be on the first floor, of course, but in the modern, well-planned building all rooms which will be used most are so located. The circulation desk and the card catalog should be located on the ground floor as near the main entrance as possible; the delivery desk, after all, is the functional center of the small and medium-sized library. The entrance arranged so that books can be seen when the student enters the building is also one of the good modern ideas. If the system of locating loan or control desks at the exits becomes more popular in college and university libraries as it has in many public libraries, with all or a great many books on open shelves, use of the library as a tool of learning will probably be facilitated. The delivery desk, as opposed to the charging desk, can be located elsewhere in the building, or there can be several of them in various reading rooms.

The upper floors can be and in many newer buildings are designed primarily for the use of upper-class or graduate students and faculty members, with seminars, conference rooms, and faculty studies provided. Such upper floors are used by fewer persons and are therefore more conducive to concentrated study and specialized service.

Great advances are being made in light engineering, as the best of the newer buildings demonstrate. It is partly for this reason that these structures have been able to dispense with uneconomical and narrow reading rooms; very high ceilings and long windows; light wells, skylights, and rotundas; and multitudinous stack windows, all of which had their origins

in the earlier necessity of admitting as much daylight as possible. Great factories now operating twenty-four hours a day have promoted many studies and developments in lighting. Perhaps the most noteworthy advance of recent times is the improvement in and increased use of fluorescent lighting. To install fluorescent light fixtures costs more than other types, but operating costs are thereby reduced considerably. At least one modern college library, after one year of experimentation, uses fluorescent lights throughout, including the stacks, and is well satisfied with them.¹⁷⁰ Many libraries now use fluorescent lighting for part of their buildings. Other innovations in lighting have been achieved by the use of plate glass partitions, all-glass doors or entrance areas, and glass brick for stack or reading room walls. Glass for deck floors in the stacks, however, has been generally displaced by reinforced concrete.

A second major modern development in library buildings has been the great improvement and much wider use of air conditioning for both reading rooms and stacks, as well as service rooms. Since students often spend more time in the library than in any other building on the campus, and as a place where concentration is more or less self-imposed, the library certainly should provide as ideal atmospheric conditions as possible. Partly under the impetus of scientific and industrial studies, air conditioning has been expanded to include purification, humidification, and control of temperature, as well as circulation of air. Purification or filtering of air may be accomplished, for example, by at least seven different methods,¹⁷¹ of which the new rare book building at Harvard uses three.¹⁷² The use of air conditioning seems destined to increase for the comfort of readers as well as the preservation of library materials. Many recently erected library buildings have been air-conditioned in part, but so far as known the first entirely air-conditioned university library building was completed only in 1941.¹⁷³ Where seasonal variations are great or extreme temperatures common, air conditioning should become an essential feature of new college and university library buildings. It may be observed, however, that air conditioning is still in its pioneer stages, particularly for large buildings. Some of our most carefully designed new library buildings still subject workers to chills and unpleasant drafts and leave stagnant air masses in certain sections of the building.

Another considerable improvement, also partly under the influence of industrial developments, is coming in wider and more scientific use of sound-deadening or sound-absorbent materials. In many recent buildings, not only the floors but also the ceilings and sometimes the walls are constructed of sound-deadening materials. Hanging stack construction, as in

the Library of Congress Annex, which permits removal of stack uprights and complete clearance of considerable areas in the stack unit, makes for greater fluidity and adaptability in the building and should therefore be increasingly incorporated into the newer buildings.

Architectural modifications and improvements in library service may also be increasingly brought about by more widespread use of machinery and electrical and photographic devices. These include such aids as inter-office phones, more automatic book lifts and conveyors, electronic devices for counting, opening doors, signaling, or automatically turning reading room lights on and off as changes in daylight conditions may require. Micro-filming of circulation records, filing the book in the card catalog in micro-print form, and other scientific and technological improvements about which we do not even know at present may markedly affect the nature of the housing required by the library of tomorrow.

A fundamental requirement of a college or university library building is that it provide adequate and appropriately located seating or study facilities. As has been indicated, in their earlier days American college libraries required relatively little space for seating accommodations. Changes in instructional research methods during the last forty years or so have altered this situation drastically, and universities and colleges have found it necessary to provide library reading space for an increasing percentage of the total student body.

The increase in reading facilities has been more than mere provision for increased enrollments. Not so long ago, a college library that could seat 10 per cent of its student body was regarded as providing adequate study facilities, recently the minimum has been advanced to 25 per cent or 33 per cent and some institutions have provided seats for 50 to 100 per cent of their students in new library buildings¹⁷⁴. These large increases reflect the increasing emphasis in higher education on teaching with books.

THE CHANGING NATURE OF READING ROOMS

In addition to providing reading space for greatly increased numbers of students our newer library buildings have begun, in response to changing educational requirements, to change the nature and readjust the location of their reading facilities. These changes have been designed to promote and facilitate the use of library resources, and to encourage better correlation of learning.

Ralph Ellsworth, in a provocative article¹⁷⁵ which has probably had considerable influence on recent library building and planning, writing

COLLEGE LIBRARY BUILDING

from the standpoint of the medium-sized university library, suggests the following developments.

1. Adoption of divisional reading rooms instead of the traditional reading-room and book-stack combination, with all books on open shelves in small reading rooms and with the central stacks relegated to storage.
- 2 A book collection closely selected by librarian and faculty
- 3 Divisional librarians to be subject specialists as well as technicians, with the general reference librarian a "roving bibliographic librarian," tying all together
- 4 Elimination of the present reserve system as efficient but "entirely non-educational and non-instructional," and instead shelving reserves with other related books in reading rooms
- 5 Provision of a separate library for the general college curricula of the lower division.

These ideas are new only in their application to a medium-sized university library, and their advocacy of a definite divisional policy. Some of the larger university libraries with old buildings, for example, have created systems of departmental, divisional, and general college libraries served by specialists, as a result of pressure on overcrowded buildings, with the main library building used chiefly for storage and miscellaneous general use. Much of this development, however, has proceeded in opportunistic and haphazard fashion, rather than as a result of long-range planning and policy. The subject divisional organization suggested by Ellsworth also takes much from the public library divisional reading rooms at Cleveland, Baltimore, Los Angeles and elsewhere. As applied to the college field, the divisionally planned building can be seen expressed in the Rockford College Library ¹⁷⁶

Small departmental libraries conflict with the higher educational trend toward divisional rather than departmental organization and may eventually be replaced by broader divisional reading rooms separately housed or in the main library building. The university library can economize by combining two or more departmental libraries into a divisional library. Divisional reading room service is not applicable to the medium and small college library, though divisional reading rooms themselves are entirely practicable for such a library if a centralized control desk is utilized. Some medium-sized institutions may find it necessary to economize as Mr. Ellsworth did at the University of Colorado by using graduate students,¹⁷⁷ or by using glass partitions and one attendant for two adjoining rooms. There is a real question, however, if these economies do not defeat the

COLLEGE AND UNIVERSITY LIBRARIES

major purpose of the divisional reading room, which is to make books readily accessible to students under the guidance of an attendant thoroughly versed in librarianship and in the literature on the subject. In any case, the creation of such reading rooms as one means of facilitating library use and encouraging the breakdown of rigid departmental lines, while possibly not the final or best answer for most institutions, and particularly the small college libraries, is a development of considerable promise.

It is difficult to shelve on the walls of a divisional reading room all the volumes that are needed in that room. Three solutions are possible: the use of fairly low floor shelving such as is rather common in the libraries of women's colleges, thus dividing the reading room into many small study sections; or the locating of divisional reading rooms next to the section of main stacks housing books on that subject; or the providing of small stack units for each reading room, perhaps at one end of the room as now done in departmental libraries. The second method seems to be both practical and economical, but the other two already are rather common in many of the larger university libraries with massive resources.

New large college and medium-sized university library buildings perhaps should be planned on this divisional basis. Certainly they should not retain the large main reading room. On this matter the Faculty Library Committee of the University of Oregon concluded, in 1937, that it would be "feasible and desirable to follow the example of those institutions which had substituted for the monumental traditional reading room smaller specialized reading rooms, especially planned for their specific uses."¹⁷⁸ Mr Ellsworth on the same subject is more succinct: "The traditional reading room and stack room combination, as we know it, appears to be outmoded."¹⁷⁹

This divisional organization, which attempts to bring books out in the open, provide more practical study rooms, and help break down rigid departmentization of knowledge, presupposes a definite location and organization of the main book stacks if the whole library is to be functional. It requires that the stacks be centrally located, with divisional reading rooms surrounding them, and the collections shelved on appropriate levels and with entrances to the divisional reading rooms. One danger in this divisional arrangement is that as fields of knowledge expand and the curriculum changes, the divisional reading rooms may need to be rearranged. No divisional arrangement, or indeed any feature of the building, should be so fixed architecturally that it cannot be changed if necessary.

This whole divisional reading room trend, while commendable in many

respects, will often run up against the tradition and the architecturally accepted practice that the library building must be monumental, and that it should have a large reading room. The divisionally planned building, if properly operated, means increased expenditures for library salaries. If, in the postwar college and university, the emphasis is changed from the accumulation of library resources to their effective organization and use, as we strongly urge in this report, this increased expenditure should not constitute too formidable an obstacle.

The present short-period reserve system for undergraduate courses, so extensively and on the whole effectively used in the period between the two great wars, seems to be gradually giving way. This trend was well under way before the beginning of the present conflict. Teaching methods have been changing—outside of survey courses of the routine cut-and-dried type, there has been a tendency to designate fields or topics to be covered, with various books that would serve the purpose indicated, and there has also been an increase in special studies under preceptorial instruction.¹⁸⁰ The textbook method of teaching has long been condemned, but the wider use of survey courses may counteract this trend, at least for the lower divisions, thus making reserves still necessary. The large number of magazine articles on the subject attest to changing concepts about the present reserve system.

Many smaller libraries handle reserves over the general circulation desk. For a good many years past the tendency in the medium to large institutions has been to establish separate reserve reading rooms in new library buildings. As has been already indicated, the complete divisional planning of a library eliminates the separate reserve room entirely. As long as reserves, short-term or long-term, are used at all, this necessitates close control of the various reading room exits, perhaps with a circulation control desk at each. This has definite cost and architectural implications which should be weighed carefully by the librarian planning a divisionally organized building.

At least some of the other commonly accepted rooms—reference, periodical, browsing, and microfilm—will need to be retained in the postwar library building. Smaller libraries can hardly afford to eliminate a general reference room because of the expensive duplication of basic reference tools involved. Larger institutions can perhaps more readily afford and justify the extensive duplication of reference tools which the divisional reading room arrangement requires. In larger libraries many periodicals can be shelved in divisional reading rooms without too much trouble, but the college library may find it desirable to combine general reference and periodical rooms. Microfilm, movie projection, and soundproof music

rooms will be increasingly essential in the larger libraries, and perhaps also in the smaller college libraries—especially if audio-visual aids become, as they should, common tools of instruction handled by the libraries.

Browsing rooms, which are a relatively recent innovation designed to encourage general leisure or recreational reading by providing a small collection of interesting and readable books in inviting surroundings, do not seem to have been uniformly successful in promoting general reading. They have been classed as not essential by a number of writers; in fact, they have been called easy substitutes for an uninviting and ill-planned arrangement of the regular book stacks and reading rooms¹⁸¹ In a good divisional or departmental reading room arrangement, browsing rooms appear unnecessary, however, the builders of one recent university library building of the nonmonumental type—at the University of Oregon—through a desire to promote general reading and along with the adoption of smaller reading rooms, have made the browsing room a large, centrally located, and architecturally striking feature of the new building

Strict functional organization of the library of the future may tend to eliminate the browsing room as such, and make the several smaller reading rooms somewhat more pleasant and informal than is now true The practice of locating the browsing room in one end of a main reading room, as at Northwestern and Rhode Island State buildings, reduces cost of administration in slack times, but does not promote the atmosphere of casual leisure, divorced from routine study, which is the strongest reason for maintaining the browsing room at all. Rare book or treasure rooms may not be essential in the functional college library, but are justifiable and desirable in the wealthier institutions.

The clear distinction once made between the college library and the university library, that the former "should be designed first of all to permit direct access to its books on the part of its student body and faculty, whereas it is impossible to design a university library to house nearly a million volumes and at the same time have them accessible to a resident population of 10,000,"¹⁸² becomes less clear under the divisional reading room plan. While the large university library cannot hope and does not need to make all of its resources readily available, it can in the divisional reading room make the most useful of them more accessible than in the well-established main reading room-main stack combination.

The vast majority of the nation's college library resources of the post-war world will, of course, be housed in library buildings already erected, many of which incorporate in unchangeable concrete and steel many of the objectionable features pointed out in this chapter The librarians, constitut-

COLLEGE LIBRARY BUILDING

ing the majority of our group, who will carry on their work in these structures will labor under handicaps not shared by their more efficiently housed brethren. In many cases unfortunate library building situations will require, as they have in the past, great ingenuity and adaptability on the part of the librarians concerned. In some cases extensive alterations of existing buildings may be possible. Such changes should not be lightly undertaken, however, merely to keep abreast of current changes. Where efficiently made they will usually require more ingenuity and inventiveness than the planning of a new building.

SOME FUNDAMENTAL PRINCIPLES

Good library service, in America, has never been primarily a matter of library housing. Where the housing is good, and well planned to meet the library needs of current educational methods, the library work will naturally go forward more smoothly and efficiently. The chief fundamental in any service, however, is the caliber and quality of the persons directing it. This is demonstrated by the fact that we have some libraries, inefficiently and awkwardly housed, which are doing work excelling that of others occupying better and more conveniently designed buildings. This does not mean of course that we should not be vitally concerned about the quality and efficiency of our housing. Obviously, all professional librarians should know and understand the fundamental requirements of good library architecture and, as occasion permits, see that they are fulfilled. As a group, our record has been far less satisfactory in this matter than in any other field of our endeavors.

This unsatisfactory record has been due in part to the desire of governing boards, donors, architects, presidents, and faculty committees for outstanding architectural treatment of the library building. To oppose successfully such a weight of influential authority requires a steadfast adherence to convictions and a courage which our librarians have not always had. More important, however, has been a lack of knowledge of the essentials of good library architecture on the part of many librarians. Too many buildings have been constructed without prolonged and careful study by the librarian and without regard to efficiency or careful consideration of over-all operating costs to the institution.

Many instances can be found where large buildings have been erected without any consideration of or planning for the staff required to man them properly. As a result, we have large library buildings, requiring considerable staff for their best utilization, which have for years been manned by

COLLEGE AND UNIVERSITY LIBRARIES

the small staffs of earlier years. Complete planning of a building in all its functional details by the librarian, as well as formulation of a budget to match the building and careful consideration of location of the new structure at a central and conveniently reached site, is a fundamental of good librarianship. Careful planning of this kind in the past could in some instances have saved funds which, if devoted to the development and servicing of the library's resources, would have made a library program of exceptional brilliance and effectiveness possible. A little extra money, thought and study devoted to the initial phases of a building program will pay high dividends throughout succeeding years of occupancy. Such careful thinking about and planning of library buildings will be a prime requirement of the postwar college librarian. Naturally this will require complete awareness and understanding of educational methods and trends, and, insofar as possible, an anticipation of future developments.

The librarian, however, should not try to do all the planning alone, since the library building is an instrument to execute the educational policies and theories of the entire institution. For this reason planning requires the close cooperation of the librarian, representatives of the faculty and the administration. The librarian should naturally take leadership, but he can work effectively only with the advice and assistance of others.

There is no indication that the divisional reading room arrangement featured in many of our newer buildings is the final answer to our basic building needs. There is more than a little truth in the observation of one college president that the libraries have fought for the past forty years to get the college out of the library building, and that they will probably fight for the next forty years to get it back in.¹⁸³ The observation that the emphasis in the building of the future should be not on housing books but on housing students using books is essentially sound. One thing that everyone will agree on, librarians occupying rigidly planned buildings most of all, is that the building of the future should be as fluid and adaptable as sound construction will permit. If this precaution is followed, libraries will more readily be able to adapt their services to changing educational methods.

RECOMMENDATIONS

1. *That all professional librarians be conversant with the fundamentals of good library architecture and that they courageously oppose, with facts and figures, all efforts to erect buildings not functionally planned.*
2. *That more careful study and thought be devoted to new buildings*

COLLEGE LIBRARY BUILDING

by the librarians concerned than has usually been true in the past and that the plans for each new building be accompanied by a re-evaluation of the library service of the entire institution and a library budget which will permit the complete and effective manning of the building.

3. That in planning the librarian have the assistance of representatives of the faculty and administration.

4. That special attention be given in new buildings to housing and servicing of those audio-visual aids which are increasingly supplementing the book.

5. That all librarians realize that educational methods change from generation to generation and that they therefore, as they have occasion to plan new buildings or alter old ones, make them as fluid and adaptable as possible.

GOVERNMENT OF COLLEGE LIBRARIES

THROUGHOUT this entire report factors influencing the administration of our libraries, from the qualifications, education and aptitudes of the library personnel down to administrative routines and procedures, have been emphasized as of paramount importance. In addition to this general concern with all the varied problems of administration it seems desirable to stress, for our future guidance, the specific principles and policies of good college and university library government. Nowhere have these principles been more clearly and succinctly stated than by Wilson, Kuhlman and Lyle in their *Survey of the University of Florida Library*, made in 1940.

The chief characteristics of a sound governmental policy of a university library as stated by these three surveyors are ¹⁸⁴

- 1 It defines clearly the relation of the librarian to the administration. Inasmuch as the librarian is an officer who is charged with the administration of a major unit of the university which maintains contacts with all other units and serves all schools, colleges, departments, and interests and assists them in the attainment of their various educational objectives, obviously he should be nominated by the president and should be directly responsible to him as are other chief administrative and educational officers.
- 2 It makes clear what constitutes the library resources of the university. These should include all books, periodicals, pamphlets, and other materials secured by the general library or any unit of the university through purchase, exchange, gift, or otherwise for university purposes.
- 3 It places the administration of these resources wherever located and by whatever unit acquired, under the administration of the librarian.
4. It sets forth the duties of the librarian. It holds him responsible for the selection of the books and periodicals of a general character for the main library and for the maintenance of a well-organized procedure for the selection of technical and special materials desired by and purchased for the various schools, colleges, and departments of the university. It likewise holds him responsible for the selection and direction of the mem-

GOVERNMENT OF COLLEGE LIBRARIES

bers of the library staff, for the expenditure of such funds as are earmarked by the university for library purposes, for the acquisition and processing of library materials for the university as a whole, for the maintenance of adequate catalogs for the general library and departmental libraries, for the preparation of the library budget, for the submission of annual or other reports, and for the performance of such other duties as are commonly embraced within university library administration.

5. It provides for a library committee to assist the librarian in the allocation of book funds and in the formulation of a broad, general policy of library development. This committee should be representative of the university, its members should be chosen for their interest in the development of the library resources of the whole university rather than of one particular part, and its functions should be informative and advisory, rather than administrative and executive.
6. It defines the relationship of the librarian and the library staff to the administrative and educational units of the university in order that the library may be informed concerning all of the administrative and educational policies of the university and may participate appropriately in their formulation. It likewise indicates the professional status of the librarian and the library staff and their relation to any provisions for sabbatical leave, retirement, and insurance made by the university for its administrative, instructional, and professional members.

To these six points this committee would add a seventh: that the relationship of the library to the student body it serves be carefully and continuously considered. One effective means of liaison between the student body and the library is the inclusion of one or more students on the library committee. This arrangement is not common in American college libraries but in at least some instances, where tried, it has given the students an increased understanding of and responsibility toward the library, as well as bringing to the library a clearer understanding of student library problems.

All the principles stated by the surveyors of the University of Florida Library apply with equal force to the government of the college library. They are in operation in our most progressive and best administered institutions, but as their authors indicate, and as every college and university librarian of experience knows, they have been by no means universally achieved. Indeed, in some institutions of importance, characterized by progressive administration in their other activities, the buying of books and organizing them for use are badly diffused and sometimes totally uncoordinated. Occasionally several agencies of the university or college are found independently buying, cataloging and supervising the use of

COLLEGE AND UNIVERSITY LIBRARIES

library materials. In recent years many institutions where such uncoordinated library development has been under way have undertaken, sometimes at considerable pains, the complete centralization of their library program under the administration of the chief librarian. At other institutions, however, the various libraries set up under a decentralized system have constituted such a vested interest that the institution has not been able to do more than coordinate them, sometimes rather loosely, under a director without specific authority for the administration of the various libraries.

While the formulation and execution of an administratively sound library program rests chiefly on the Librarian, he obviously requires the full and understanding support of the college or university administrative authorities. Branscomb, in his *Teaching With Books* rightly places a heavy responsibility on the President for the success or failure of the library program.¹⁸⁵ In addition to the Florida survey, the surveys of the libraries of the Universities of Indiana and Mississippi also make clear the responsibility of the President for a strong library program.

Obviously, those institutions where the library program is not centralized under a single efficient administration will be handicapped in economically and efficiently meeting the challenge and opportunities of the postwar years. Particularly will they have difficulty in effectively taking part in that regional and national coordination of the college library resources of the land which we suggest as one of the urgent major responsibilities of postwar college librarianship. This Committee therefore recommends that in the postwar period college librarians, individually at their various libraries, and through their Association programs and activities, take all possible steps to promote the extension of the above stated principles to higher educational libraries everywhere.

CONCLUSION

AS WE FACE the future at the close of this most disastrous of all wars we may well again ask, as did Dr. W. N. C. Carlton, President of the A.L.A., at the close of the first World War, "What during the period of reconstruction which lies before us, are the chief duties of those American institutions which minister to the needs and interests of scholarship, of the higher learning, of research and original investigation?"¹⁸⁶ The foregoing chapters have been an effort to answer this question, for our time, in terms of efficient, capable, forward-looking college librarianship. In the larger sense, however, no amount of professional zeal and progress in promoting the development of our libraries and their convenient and easy use will signify anything if, as a civilization, we merely husband our resources, gird our strength, and marshall our intelligence, as we unwittingly did in the 1919-39 period, for release in another cataclysmic and possibly completely destructive trial at arms. It is surely now our duty as individual citizens and as a profession to profit from the tragic mistakes of the twenties and thirties and to lend our considerable strength and influence to seeing that war does not again come to scourge and harry the world and take from it its finest young people.

The situation the learned world of America faces as the war draws to its bitter and weary end was accurately described by Thorstein Veblen in 1918 at the close of the first phase of the present conflict, when he said:

The fortunes of war promise to leave the American men of learning in a strategic position, in the position of a strategic reserve, of a force to be held in readiness, equipped and organized to meet the emergency that so arises, and to retrieve so much as may be of those assets of scholarly equipment and personnel that make the substantial core of Western civilization. And so it becomes a question of what the Americans are minded to do about it. It is their opportunity, and at the same time it carries the gravest responsibility that has yet fallen on the nation; for the spiritual fortunes of Christendom are bound up with the line of policy which this surviving contingent of American men of learning shall see fit to pursue.¹⁸⁷

This statement is more tragically true now than it was twenty-five years ago. In the years since it was made, scholarship has made great strides forward, seven-league strides toward mastering the physical world and making it yield up its material goods for human comfort and convenience, as well as for killing and destruction, but in all this rapidly progressing exploitation of material things, no progress has been made in mastering the art of living peacefully together, and not much in understanding the deeper meanings and values of life. The progress that has been made has had little in it pertaining to or sustaining the "spiritual forces of Christendom." In the interest of preserving a world worth living in, it seems that the whole world, and particularly the learned world, should now divert some of the tremendous thought, energy and intelligence that has been devoted to physical things to sociological and economic problems, to matters of the mind and spirit, of character and nobility, individual and national, of understanding our fellow men and living with them in tranquillity and harmony.

If we librarians are to stand effectively on the side of peace, stability and understanding, as we can if we will, we shall need to look beyond the four walls of our libraries to an extent and a degree, and with an informed intelligence, that have never before been known in American librarianship. We dare not again completely lose ourselves in the problems of accumulating and organizing the massive written and other graphic records of the world. We can and should take some part in determining what the nature of those future records will be and we very surely can play an important part in seeing that they are used to promote intelligent understanding and calm analysis of sectional, national and international problems, scientific, economic and social. We shall be in a particularly strategic position to stress and point up the new emphasis of postwar college curricula on understanding the world we live in, but our efforts to promote understanding of this kind can and should, both in the securing and use of materials, go far beyond merely passively following the curriculum, whatever it may be.

Dr. Carlton in 1919 called attention to the weariness and exhaustion of European nations and the responsibility of American scholars to keep the lamp of learning lighted and to stress the necessity of maintaining the materials of constructive scholarship at least at prewar European levels. He foresaw the need of developing in this country research collections comparable in depth and breadth and careful upbuilding to those of the great European centers of learning.¹⁸⁸ That our American libraries, considering their comparative youth, have brilliantly succeeded in filling these needs is

CONCLUSION

a matter of record, some of which is set forth in this study. We do now have in this country large accumulations of library materials, grown amazingly rich in the past two decades, but they avail us nothing if they serve only to teach us to tear the world asunder again.

While the need for accumulating and organizing the important written records of past and present times will of course continue in the postwar years, it seems clear, in the light of the failure of the Peace of 1919, that the chief opportunity for librarians to contribute to the stability and permanence of the peace that is to come will be in securing and promoting the use of those library materials contributing to a realistic and intelligent understanding of the fact that we are now indeed "one world."

Among the multitudinous and complex factors contributing to the failures of 1919 was perhaps the feeling then that with the winning of the war the peace was also won. We must be on our guard not to fall victim again to this tragic and easy assumption, or to the cynicism and weariness of the 1919-39 period. We need to cultivate and stress that awareness of the difficulties of winning the peace expressed by Jacques Maritain in the summer of 1943, as follows

Peace, if peace is actually won, will not be static but a dynamic and militant peace, which will require a tremendous effort of moral, social, and political reconstruction as well as of defense against the remainders of those egotistical and anarchical trends and that greed for domination which poison the world today. The freedom enjoyed by education therefore, will not be a quiet and easygoing, peacefully expanding freedom, but a tense and fighting one. Yet while changing its mood and taking on a new and more stringent style, it can and must remain freedom.¹⁸⁰

The special opportunity which men of learning have to contribute to the peace and welfare of the world is thus stated by R. B. Fosdick in his review of the activities of the Rockefeller Foundation for 1943

For of all the activities of men science and learning are the most truly international. They alone seem to be capable of transcending the follies and absurdities of national rivalries. The search for truth, the experimental method, the eager application of new discovery to human ills, these speak in a tongue which meets with universal understanding. These constitute perhaps the strongest link between intelligent people in all countries, no matter what flag flies over their frontiers.¹⁸⁰

Eloquently and somewhat ominously Fosdick says this about the great test which lies before us

The supreme question which confronts our generation today—the question to which all other problems are merely corollaries—is whether our technology can be brought under control. Is man to be the master of the destructive energies he has created, or is he to be their victim? . . . We cannot count on geologic ages for the development of measures of social control. What we do in this generation and the next may well decide the kind of civilization, if any, which is to dominate the globe for centuries to come. We now have it in our power to tear the world to pieces whenever passion and emotion call the tune. We must hope that we have it within our power, too, although the opportunity may slip from our grasp not soon to be regained, to make this Frankenstein creature which we have built the servant and not the master of the people. Nobody can be sure of the formula by which this end can be achieved. All that we know is that it will take knowledge and wisdom almost beyond what seems available at the moment. We must draw on all the resources to which access can be had—spiritual resources, educational resources, the contributions of the humanities and the social sciences, the fellowship of scholars, the common hopes of people in all countries, the ties that bind the human race together across boundary lines. And we must be fearless in our devising, ready to cast out intolerance and partisan advocacy, unafraid of new plans for cooperative action, even when they run counter to traditions and techniques which have long been cherished. For the peril we face is real and immediate, and we need the boldness, the adaptability, and the buoyant faith of the pioneers if we are to meet it.¹⁹¹

It is perhaps too much to hope that any of us now active in the library field will ever again have the opportunity of living in a stable and pleasant world where civilized decency can be taken for granted. Too many dragon seeds have been sown for any such comfortable outcome of our present world difficulties. While we may cling to education, at all levels, as the last best hope on earth, we must pause and ponder the anomaly that one of the most advanced of all nations, educationally, has been the most persistent disturber of world peace and one of the most ruthless discarders of the civilized decencies. We must admit too that the fellowship of scholars has been but a slender reed standing against the storm and that it has up to now played no significant part, or at least no successful part, in bringing reason to prevail over passion and hate. Perhaps this has been true because each scholar has pursued investigation of his own small segment of knowledge with little thought about the society, national and international, which has supported his study and will either profit by or suffer from it. In the immediate future it seems essential that all men of learning, including librarians, and especially chemists, physicists, engineers, agriculturists and others engaged in investigations leading to the mastery and exploitation of the physical world, will need to be deeply aware of and concerned with

CONCLUSION

the spiritual, political, economic and social implications of their work.

Unless we are luckier than now seems at all probable we must expect that for some decades, while we are working and striving to set things right, the world will be an uneasy and hard place to live in. We close this report with the hope and belief that as librarians we will increasingly contribute to tolerance, stability, honesty and decency, that we will look up and outward from our libraries, striving to discern and understand as best we can the dangers and pitfalls ahead, not alone for our libraries, but for freedom and democracy. Seeing and understanding, we can then bring the materials in our libraries to bear, valiantly and effectively, on the side of decency and order.



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THE AMERICAN LIBRARY ASSOCIATION, established in 1876, is an organization of libraries, librarians, library trustees and others interested in the responsibilities of libraries in the educational, social and cultural needs of society. It is affiliated with more than fifty other library associations in this country and abroad. It works closely with many organizations concerned with education, recreation, research, and public service. Its activities are carried on by a headquarters staff, voluntary boards and committees, and by divisions, sections, and round tables, all interested in various aspects or types of library service. Its program includes information and advisory services, personnel service, field work, annual and midwinter conferences, and the publication—not for profit—of numerous professional books, pamphlets and periodicals.